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The progress over two semesters of an interdisciplinary compensatory education program is reported, including: (1) a history of the remedial education effort at Crane City College; (2) an explanation of compensatory education, showing the differences from and advantages over a standard block of remedial courses; (3) the philosophy, format, key documents, student profile, components, methods, coordination, employment survey, and student followup of two semesters of the program; (4) an evaluation of the effectiveness of the two-semester effort; and (5) a proposal for a third-semester program. Contained in the appendixes are the complete outlines of all the compensatory education courses with teaching materials, exams, and samples of students' work; characteristics of the students in the program, including scores on placement tests and pre- and post-tests, personal data used in counseling students, and all correspondence among the personnel of the various elements of the program. (MC)

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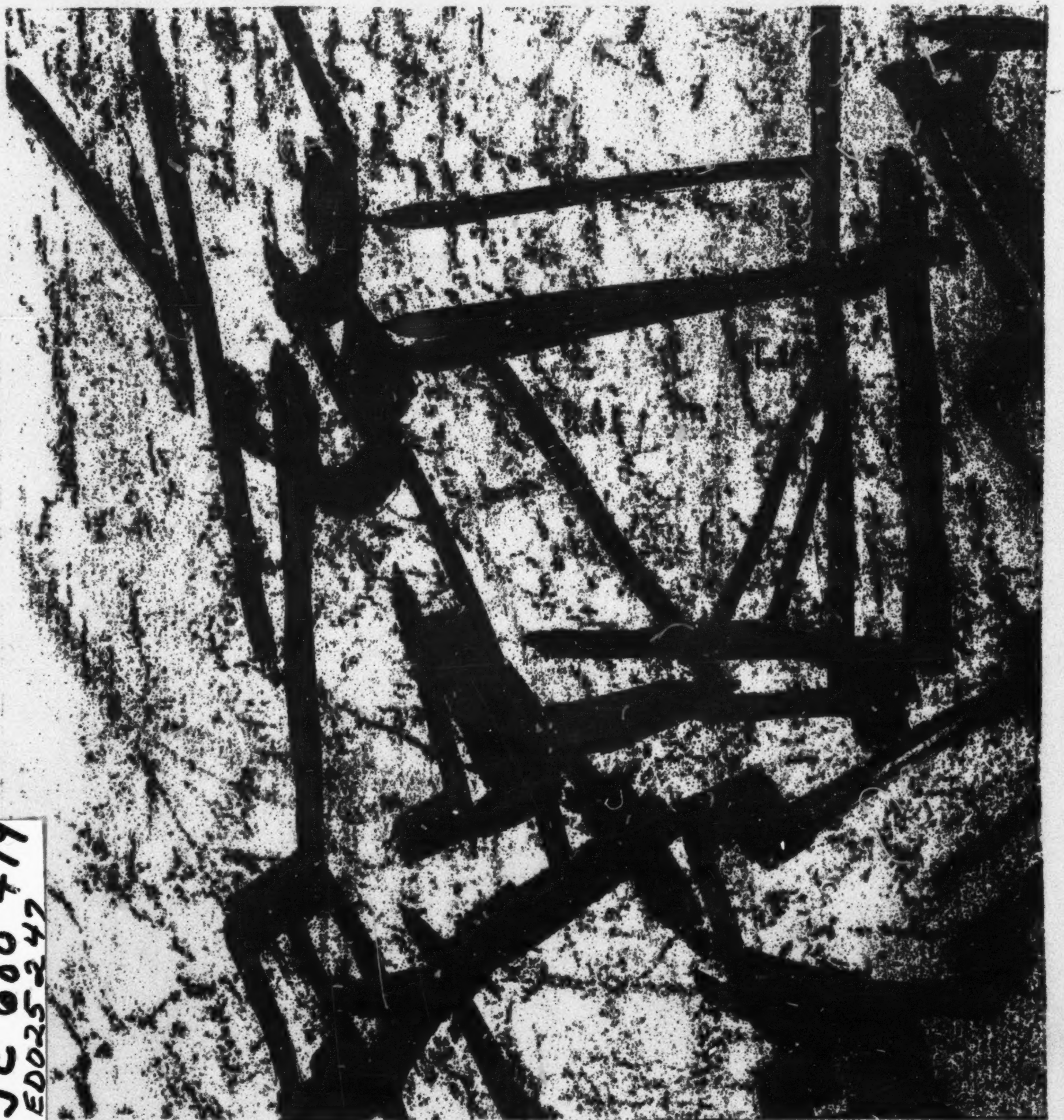

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COMPENSATORY EDUCATION I AND II
profile of an interdisciplinary program

Crane City College, Chicago - 1967-1968

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50 Years of Service *to the Community*

CRANE JUNIOR COLLEGE

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COMPENSATORY EDUCATION I and II

Profile of an Interdisciplinary Program: 1967 - 1968

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Compiled and Edited by Morris Murphy

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October 25, 1968

An Open Letter to the Faculty of Crane City College:

This is to announce the completion of the report on last year's Compensatory Education Program at Crane. Two copies of the report entitled Compensatory Education I and II: Profile of an Interdisciplinary Program have been placed on reserve in the Crane College library -- one can be checked out, and the other is on room use reserve. I have also placed on reserve in the library a copy of the 118-page syllabus for the current Compensatory Education program.

Last year's Compensatory Program was run within the limits of conventional local budgeting, if not less. There were no special funds of any kind available to us to conduct the experiment, nor was there any clerical aid available for the program. This explains the untidy appearance of parts of the report which were originally intended as rough drafts of articles to be circulated among the Compensatory faculty for marginal comments which would then either be nullified by revisions of the articles or reduced to footnotes in the final copy. Some of the articles got revised and retyped, but because I am not a tireless typist some of the articles appear with the commentary scrawled in the margins -- which is still better than no commentary. Thus, all of the copy included in the report is not beautiful, but I have tried hard to make certain that it is at least readable.

I speak from an admittedly biased point of view, but it may be of some use for me to say anyway that I am convinced that there are several profitable uses for this report. It will be of value even if it is perused only to discover and reminisce about our mistakes so that we can avoid making the same ones again. On the positive side, it will be worthwhile as a record of things that we have tried and which have worked so that we don't have to start from scratch all of the time. This report can provide the new teacher at Crane with useful information for his orientation to the institution since it contains a ten-year history of the remedial efforts of the Crane faculty, efforts which have been expended upon roughly $\frac{1}{4}$ of our total enrollment each semester for the past two years (see Appendix P) and which are not likely to diminish in the forseeable future. The report should provide those who are committed to dealing both realistically and imaginatively with problems of remediation in the Junior College with encouragement because there is ample objective evidence in the report to refute the often heard criticism that remedial programs are all exercises in futility. It should also serve to convince the Central Administration and the members of the Office of the Vice Chancellor for Academic Affairs that the various campuses of the system are capable of developing viable remedial programs of our own and do not need to have a program developed for us by the staff of the Urban Education Center who promise to do this in a recent article.[1] In spite of the fact that the SRA consultants, who did the pre- and posttest evaluation of the Urban Education Program, concluded that "the significant finding is that the control group [Basic Program and remedial students at the Loop and Wilson] performed better than the experimental group [Urban Education Center students] in four of the five variables that showed significant differences between the groups,"[2] the staff of the Center contend in their most recent report that "in many ways, the program offered by the Urban Education Center appears to have been an improvement over existing Basic Program[s]"[3] and go on to predict that the current Urban Education Center program "will be a dramatic improvement over the existing Basic Programs."[4] The present report should serve as a much-needed qualifier of both the contention and the prediction. The pre- and posttest statistics and other data provided in Compensatory Education I & II: Profile of an Interdisciplinary Program should serve as a useful yardstick against which current and future remedial programs can be measured.

Many willing hands and favorable circumstances have contributed towards the completion of this report. Mr. Meyer Weinberg, Coordinator of the Innovations Center, recognized the value of the undertaking and approved an Innovations Center proposal to carry work on the report through the summer of 1968. The summer grant gave me time to work closely with Mr. William Ibbs and Mr. Frank Banks in the planning of Compensatory Education III and in the compilation of the syllabus for this semester's compensatory program at Crane. I was able to conclude the work while on a sabbatical leave approved by Mr. Carl Adler and

---

[1] "'A major purpose of the Variable Ability Program is to provide an academic model which can be used by each of the eight campuses of Chicago City College. It will replace existing non-transferable credit remedial and basic programs into which similar students throughout the Chicago City College system are now being placed,' Brooks said." The quotation is from "Informality is the Rule at the Urban Education Center," Crane College Clarion, October 18, 1968, p. 1.

[2] Clara B. Anthony and Judith E. Stein, eds., Growing Aware: Case History of an Experiment in Remedial College Work Conducted at the Urban Education Center, Chicago City College, 1967-1968 (August 20, 1968), p. 131.

[3] Ibid, p. 104.

[4] Ibid, p. 111.

Mr. Irving Slutsky who were then Chairman of the English Department and President of the Crane Campus respectively. Without the able assistance of Rita Gallagher as co-chairman of the Crane English Department in the spring of 1967 when the project was started, I could not possibly have devoted so much time and effort to the development of the Compensatory Program. Fanny Chappel of the Crane College library staff volunteered her time and talent to produce the cover design for the report. Gwendolyn Dean of the Instructional Services office scored our pre- and posttest answer sheets and made several tabulations of the scores. Shirley Griffith, Mr. Weinberg's secretary, typed the chapter, "A Rocky Remedial Road," and courteously let me keep my Zerox copies on top of her file cabinet. I wish to publicly acknowledge my appreciation to my colleagues who planned and implemented Compensatory Education I and II and particularly to those who voluntarily contributed the articles which constitute the main body of the report. Dr. Henry Moughamian and Mr. Edward Dolan met with the Compensatory faculty several times, advised and encouraged us, and read the statistical portions of this report.

The report goes to illustrate the old truism about the different stories that will be told by various observers of the same automobile accident. The close reader will detect disagreement from article to article as different teachers assess the effectiveness of what was done. Besides the disagreement to be expected from a variety of reporters, there is the fact that some aspects of the program were less effective than others. It is one of the strengths of the program that it was subjected to continuous evaluation and that the thinking of the faculty and the structure of the program were flexible enough to try something different when it became apparent that something was not working. A seeming contradiction sometimes arises because an author writes first upon what is planned and later upon what actually transpired (see "Interdisciplinary Components," p. 80 and "Interdisciplinary Observations," P. 82, for example). Between the planning of a new program and its implementation there is almost invariably a let-down; enthusiasm in the planning stages often outstrips what can be actually accomplished in the day to day struggle with a difficult and extremely complex problem often conducted in a depressingly shabby, noisy, and chaotic environment (see Appendix X) without necessary equipment and materials. Frustration and depression often set in when faculty members come face to face with the fact that the daily practice of the program does not measure up to their ideals for it. What interdisciplinary programs for the disadvantaged depend upon more than anything else is faculty members who are idealistic but who can trim their ideals to what can reasonably be expected in practice and who can work together as a team towards the common goal: the education of each student who comes expectantly through the open door of the community college to the limit of his capacity and the opening of avenues which he can follow toward a useful and satisfying life for himself and for his society.

Sincerely,

Morris Murphy

Morris Murphy
Crane College

P. S. I have stapled a few pages to this letter which give, it seems to me, the heart of the report: a condensed version of the first chapter giving the remedial background for the Compensatory Program; chapter five, the evaluation; and page 18, A Silhouette of the Compensatory Education Program. I have also included the table of contents for the entire report hoping that faculty members will familiarize themselves with it so that one of the copies of the report can be consulted in the Crane library when questions arise that are relevant to it.

Preface by Pres. Slutsky

PREFACE

A policy of "open" admissions, the need to preserve the integrity of academic standards in college courses, and the responsibility of the college to provide the proper educational programs for all students, presents a dilemma for many junior colleges.

The remedial courses already in existence in the Chicago City College were designed as lower level courses to the general survey program. The Junior College student requiring such remediation had in all probability learned to "tune out" the traditional approach to grammar, mathematics and science. How could a repetition of high school level instruction succeed after years of failure?

If the assumption is made that students requiring remediation are intelligent, aware of social forces and can not only communicate effectively but are also creative and may frequently exhibit leadership qualities, a program of compensatory education should be possible that would attempt to rectify some of the years of neglect.

One possibility seemed to be to offer a program that would deal with ideas, provide interest, change of pace, and enough excitement and challenge to generate a strong desire for hard work and intensive study. Such a program would have to cut across departmental or subject areas and provide educational experiences that the students would consider mature and relevant.

To a faculty responsive to the need for an effective program of remediation and already interested in innovative ideas in education, the suggestion that the administration would encourage the planning and introduction of an experimental compensatory educational program led quickly to faculty acceptance of the challenge.

I. B. SLUTSKY
PRESIDENT

February 13, 1968

I

A ROCKY REMEDIAL ROAD

TEN YEARS OF REMEDIAL EFFORT AT CRANE COLLEGE

1957 - 1967

As I look back over ten years of remedial work in English, reading, and speech at Crane College, my overall impression is that we have been muddling through, doing some good because of the efforts of some dedicated and relatively enlightened teachers but in general handicapped because we were not more enlightened about the nature of the linguistic and other social handicapps of remedial students.

The English department at Crane had both English 98 and English 100 eleven years ago, but dissatisfaction grew about these two remedial courses because (1) we were not satisfied that the placement test that we used (see appendix A) really distinguished two levels of remedial ability, and (2) we were not convinced that we were offering a sequence of remedial courses since the workbooks that were used could have been interchanged without raising or lowering the level of either course. The English department dropped English 98 from its offerings in the fall of 1959, and requested that remedial students be simultaneously enrolled in English 100, Reading 99 and Speech 140. The rationale for the speech component of this block program was set forth in a document written by members of the English department (the schools's only Speech teacher was then chairman of the Speech, Humanities, and English departments) and entitled Remedial English Program: Proposed changes (see appendix B). The English department proposal was deliberated upon and given approval by the council of department heads chaired by the Dean, but it was never fully implemented. Four major factors in the breakdown of this well-laid plan are as follows: (1) it involved registration complexities which those in charge of registration were not prepared to cope with (see appendix C); (2) the program did not have a coordinator; (3) a coordinator for such a program should have been a specialist in both linguistics and speech -- a very hard man to find, and (4) the program was never presented to the faculty-as-a-whole; consequently, they did not understand the rationale behind it and were probably lukewarm toward it, at best. The reading course was first to be dropped from the block. Even the heroic efforts of the chairman of Speech, Humanities, and English could not prevent the speech courses from being eroded away in time.

I was appointed acting chairman of the English department in the fall of 1963, and by the middle of November I was requesting the Dean to permit the English department to reinstate Reading 99 in conjunction with English 100. By 1964 the department had become dissatisfied with their single remedial level because of (1) the wide range of ability in English 100 classes making them very difficult classes to teach, (2) the impossibility of preparing large numbers of our entering students to cope with college level courses in one semester, and (3) the growing concern among teachers that the open door policy of the institution was of little significance if it merely meant that great numbers of students were admitted only to be placed in a course where it was a foregone conclusion that they would fail. This concern was increased somewhat by a report that I prepared and distributed to the faculty in 1964 (see appendix D) showing that nearly half of the students who were placed in English 100 during the winter trimester 1964 had made scores of 13 or below on the Placement Test (English Proficiency--Form R) and that nearly 80% of this group failed English 100. The English department began to agitate for an expanded remedial program which would reinstate English 98 at well as combine remedial reading classes with both English 98 and English 100 to create combined five-hour remedial reading and writing courses at two levels.

This proposal met with considerable opposition from various quarters. Other departments probably regarded the expansion of remedial offerings by the English department as "empire building". There was apprehension that the new proposal was "just another panacea" from the English department. Some departments begrudged the money spent on remedial offerings on the grounds that every dollar spent on remedial work curtailed the regular college offerings. An influential local administrator stated his position in a faculty meeting as follows: "These kids have been kicked down enough, and I'm not going to give them another kick in the teeth by slapping them with a whole battery of remedial courses when they come to college." At another faculty meeting, an influential department head reacted to a report by an academic policy committee recommeding expanded remedial offerings by leaning back in his chair and declaring, "Waal, ah'm agin it!" This pronouncement silenced debate on the issue; the recommendation was dropped, and the academic policy committee was never again convened. A department head who consistently denied the efficacy of remedial reading and writing courses in the past (probably with some justification), and insisted that "students don't have to know how to read and write to be laboratory technicians," was quoted by Lillian Calhoun of the Chicago Defender as follows: "Of course not -- it's just a matter of life and death, that's all" (Chicago Defender, week of October 17 - 23, 1964).

Increasing numbers of students with educational deficiencies came through our open doors, and the Executive Dean began to suggest to the local Dean that we meet the educational needs of our entering students more realistically as well as work toward a transfer program that would be truly negotiable in other institutions of higher learning. I finally scheduled the two levels of combined remedial English and reading classes in the proposed schedule for the fall trimester, 1964 and waited for the repercussions. Surprisingly, there were none;

the combined classes were put on a single registration card so that it was impossible for a student to get one course without the other.

The department now had the task of devising a placement test that would satisfactorily distinguish between the levels of remedial ability (see appendix E) and of working out a syllabus for the lower level (English 98 and Reading 87) that was tailored to fit the reading and writing problems of the lower students. Confronted with the gap between what the workbook covered and what our remedial students needed, some of us had begun to duplicate pages explaining in detail errors such as not using the suffixes for nouns and verbs and not using the past participle when it is needed. At this time I expanded these pages into a syllabus for the lower level course and entitled it Basic Facts for English. It was designed to meet the needs particularly of the student with strong dialect features in his speech and writing. Besides a grammar written inductively from the errors that students actually made in their writing assignments, the syllabus includes a list of 185 sets of words often confused by our students and a list of 100 words that they have often misspelled. There is great emphasis upon vocabulary work that is designed to develop dictionary skiils and the habit of using the dictionary as a tool for better reading comprehension. The readings are mainly of the descriptive and narrative types. These serve as models for related writing assignments. The creative writing approach seems to work well with remedial students because they can write from their experience and be encouraged to tap the resources of vocabulary, idiom, and imagery of their spoken language. This positive side of the student's dialect can be used as a psychological counterbalance for the threat to his ego that correcting errors in spelling and grammar may constitute. The teacher should always be sensitive to the psychological aspect of the student's language problems and take that into account in his pedagogy. Students should know from the start that there is nothing wrong with a dialect. Everyone has one. The most talented people, however, are those who have several ways of speaking and writing to fit different circumstances. One way of speaking and writing is called standard English. This is the English that most people learn at school. Its main feature is that it goes according to generally accepted rules of spelling and grammar -- and, to a lesser degree, punctuation. Mastery of this "school English " is an asset in one's attempts to earn a college degree and to get and hold a desirable job. Mastery of school English should not, however, impair one's mastery of informal levels of usage already learned outside of school. The good teacher will sense when he must go easy on correction, when he must talk to a student individually, when the class needs to discuss the nature of dialect and the goals of instruction, and when a number of other means are necessary to keep the psychological atmosphere conducive to learning.

Basic Facts for English has now been through a number of revisions during which it has been expanded to 130 pages. It will undergo a major revision this semester under the direction of Raven I. MacDavid Jr. at the University of Chicago. This revision will probably involve contracting it so that the book is more manageable for our mimeographing and assembling facilities.

I was able to report to the faculty on November 10, 1965 that the reinstatement of English 98 and the combination of that course with Reading 87 had reduced the failure rate for the lower group from nearly 85% to 62% (see appendix F). In the concluding page of that report (included in appendix F), I recommended the involvement of other departments in the remedial effort. Meanwhile, a new Dean, Irving B. Slutsky, had arrived during the Summer of 1965; and his administrative assistant, Jerome Brooks, had started an experimental interdisciplinary program for fifteen remedial students in the fall of 1965. This effort was continued under the title Intensified Interdisciplinary Special Program (I.I.S.P.) during the winter trimester. Mr. Brooks, now Director of the Chicago City College Urban Education Center describes this experience as follows:

The Intensified Interdisciplinary Study Project: An Experiment

1. A substantial amount of evidence, from a variety of sources, now indicates that many young people from slums and ghettoes have been and are being deprived of a real opportunity to be educated and to educate themselves beyond the high school, not because of an innate intellectual incapacity but because of serious

skill deficiencies that result from an earlier educational experience which failed to take account of the importance of environment on mental development.

2. The Intensified Interdisciplinary Study Project (IISP), an experimental program begun at Crane in January, 1966, is designed to help the student depicted above to bridge the gap between high school and college. Specifically, the IISP program has three objectives: a) to improve the student's self-image, by drawing him into discussions and conversasations that reveal his already considerable storehouse of experiences and that treat these experiences, not condescendingly,but as being of value: b) to orientate the student to the requirements of college life, by defining the purpose of a college education and by providing the student with reading materials that challenge his thought and by engaging him in discussions which demonstrate to him that ideas can be exciting and worth getting excited about; c) to provide the student with the means and opportunities whereby he can, if highly enough motivated, correct many of his skill deficiencies, by making available to him reading, writing, and speech clinics and a counselor.

3. Because most of the students delineated above have past histories marked by numerous educational failures, the IISP program attempts to be as different as possible, in approach as well as in content, from the kind of program they have had. Students in the IISP program take one course, bearing twelve hours of credit, taught by a sociologist, a biologist, a humanities teacher, and a teacher of literature. The attached course outline shows the content of the one course. In addition to the twelve hours a week that the student spends in class, he is required, by appointment, to see a speech specialist, a reading specialist, and a writing specialist. After preliminary diagnostic tests, these specialists work with each student in the program individually. In the initial phase of the program (the first trimester), grammar is not a matter of concern. Students are not berated for writing sentences or essays that are grammatically or syntactically defective. In fact, writing generally is underplayed. Rather, students are encouraged to talk about field trips they have been on, movies they are shown as part of the program (i.e., House on the Beach--the story of Synnanon; The Diary

of Anne Frank), and books they have read, albeit not perfectly.

4. The second phase of the program will be of eight weeks duration and, in design, will be essentially tutorial. During this period, students will get intensive individual work in reading, writing, and speech. They will attend no classes as such. At the end of this period, students upon recommendation will be allowed to enter the regular college freshman program, the object here being to determine if they aare as well as, less well than or better than students who have taken remedial courses in English and mathematics.

5. A major point to be made here is that the IISP program takes the student with his deficiencies and treats him as an adult; inasmuch as the student has in his past schooling demonstrated an inadequate grasp of language and mathematical skills, it would seem unrealistic to expect him, suddendly, to overcome these during the course of a remedial English or mathematics course. Moreover, most such students resent being treated as if they were still in high school. Despite their deficiencies, they want to be treated differently from the way they were treated in essentials or basic programs in high school.

6. It is much too early at this point to discuss the success of the program described above. However, each of the ten students in this experiment has thus far shown excitement; students do not refer to the course as a dummy course. As tape recordings of our weekly two hour seminars (really candid discussions of what lies ahead of the student) point up, they welcome the challenge and are aware if they fail in their freshman year it will be primarily because they have failed to avail themselves of the resources available to them for self-improvement.

J. Brooks

N.B. Students are admitted to the IISP program on the basis of an Otis Quick Score between 75-85 and an English proficiency test.

(See Appendix G for a follow-up survey of these students' later academic performance. M.M.)

Dissatisfaction with I.I.S.P. was brewing in some quarters throughout the academic year. A certain amount of resentment arose because some faculty members felt that this program was superimposed upon the institution by a new administration ("Johnny-Come-Latelys") who really didn't understand the problems. The new Dean, for instance, stated that he did not see how the dialect was at all relevant. Members of the English department were skeptical of the sociological emphasis in the new program which they felt was at the expense of concern with the mechanics of language. This skepticism grew when the department learned of a proposal to place I.I.S.P. students in English 101 on an experimental basis to see how they did in English 101 compared with students who had arrived by means of the remedial English sequence. Some of the objections were probably justified, but the polarization of faculty on the issue of I.I.S.P. versus remedial would not have been necessary if the faculty had been more aware of recent developments in the field of compensatory education, and here I must indict myself as one of the chief offenders. But eventually truth resulted from the collision of differences, and the current compensatory program reflects influences from both I.I.S.P. and the remedial courses.

During the spring eight-week term, 1966, the unfavorable reaction to I.I.S.P. came to a head in a series of meetings of the

English department, of the English department with Mr. John Fiduccia, chairman of the Speech department, and finally in two meetings of the English department and Mr. Fiduccia with Dean Slutsky, Mr. Brooks and other administrators. Mr. Fiduccia proposed that a block program which would involve remedial speech courses (Speech 88 and Speech 89) to be coordinated with the remedial English and reading courses to be offered during the following academic year, and that I.I.S.P. be discontinued. Mr. Brooks recommended the continuation of I.I.S.P. with an enrollment of forty students. At our second meeting with the Dean, Mr. Slutsky announced that he had decided to discontinue I.I.S.P. and allow us to run our block remedial program for one year on an experimental basis. He said that his decision was based mainly upon English department opposition to I.I.S.P., and that he thought we were making a mistake. The Dean had evidently decided that innovation had to be faculty motivated. This depends upon the circumstances, however. If a faculty is too conservative, it is in order for an administration to do a little prodding.

The social science department proposed that Social Science 88 and Social Science 89 be added to the English, Reading, and Speech block program for the academic year 1966-67, and these courses became part of the two-semester remedial program. Mr. James E. Roth (now co-ordinator of Project Coop, a federally funded co-operative endeavor for advanced students of Crane

College and Roosevelt University) describes the remedial social science courses as follows:

The Social Science Department offered two 088 classes during the fall semester, 1966. Miss Esther Ceterski taught both courses, which were in no way related to or coordinated with the English and Speech offerings which formed the remedial block. This was at the expressed wish of the majority of the department. Although I was not directly involved in this initial attempt there are two reflections Miss Ceterski had which may be of some interest to the faculty generally. The first was that no attempt should be made to offer remedial social science per se; but that a great deal of time should be spent on vocabulary (active and passive) and on writing improvement. The second was her (and my) disappointment with the disposition of the students at the end of the term. She advised the students that their grades were merely an indication of how they were doing under the very low standards which she set for them in the course. She further advised them that they would progress to college level courses, not on the basis of the grade they received from her, but on the post-term discussions she would have with each individual student. Three students (from an original enrollment of forty) were advised to advance to college level work. Then, the Social Science Department met and decided that all grades of "C" or better would be allowed to enter regular college classes -- this after the grades had been submitted go the registrar. Miss Ceterski followed their progress during the second semester and none passed with higher than a "D" and most either withdrew or failed their work in the second semester.

During the second semester, Miss Ceterski and I each taught a section of 089. We each had twenty students, some from the previous semester, who were block-programmed with English and Speech. We also attempted to coordinate some of our reading with the English teachers involved. We were not very satisfied with the classes, however, because we had decided to have the students read in quantity and the close textual analysis of the English classes did not allow us to remain coordinated for very long. We decided to increase the quantity of readings on the philosophy that these students lacked so much in academic experience that contact with a great variety of materials might contribute more to their maturation than the painful, phrase-by-phrase reading of the past. We were equally disappointed with our results that term. We attempted to initiate the following grading system: P (pass to college level courses); E (encourage, with further remedial work); and T (terminate their pursuits of an academic career for Diploma or A.A.) but were unsuccessful. We then agreed to have the conventional grades of A,C, or F for the three above grades. As a final remark, I should add that there are several 088-089 social science students who are now enrolled in

Compensatory Education Program, part II. I can only guess how they must feel as they are now completeing their third or fourth semester here at Crane. Would it not be more to their advantage if we directed them to other programs that are now being offered (e.g. Allied Health) or will be offered soon, or to other institutions that may offer them something which we have been unable thus far to do?

--James E. Roth

A faculty conference was held at the end of the fall semester, 1966 to present results of the first semester of the new remedial blocks. The English department pre and post-testing did not indicate that students registered for the remedial speech classes did any better than remedial English and reading students who were not registered in a remedial speech class (see appendix H). Dean Slutsky's prediction that we were making a mistake was partially, at least, fulfilled. The program suffered from lack of coordination for which I am partially at fault, but the blame must be shared by the administration who did not allow me any released time to undertake this exacting and time-consuming responsibility.

Another complication arose because of philosophical differences between the English and speech departments concerning the nature of the remedial problem and the proper pedagogical means for correcting it. These differences should have been fully explored before the two departments plunged into a joint enterprise. But some of the differences could not have been anticipated since my own position shifted somewhat during the year as I became more aware of the sociological aspects of the linguistic problem. These philosophical differences came to a head in an exchange between Mr. Fiduccia and me before a newly-formed Compensatory Education Committee in the spring of 1967 (see appendix I).

The Compensatory Education Committee resulted from Dean Slutsky's request in March, 1967 for proposals from the faculty for a new compensatory program to be run experimentally during the academic year 1967 - 1968. Three proposals were forthcoming: one from Dr. Schaad, chairman of the physical science department, one from Mr. Fiduccia and one from myself with the support of the English department. (see appendix J for these proposals) The Dean approved the English department propsoal and appointed me coordinator of the compensatory program. I called for volunteers from the Crane faculty who would receive full pay during the summer for planning the program and who would participate in its implementation in the fall. Six members were chosen for the committee, one from each of the following departments: biology, counselling, English, humanities, mathematics, and social science. We began meeting in April, 1967 and had heard proposals for the participation of the business, physical education, and speech departments in the new compensatory education program before the end of the spring semester. We were unable to incorporate any of these proposals. The committee met for long hours throughout the summer and managed to work out a philosophy for an interdisciplinary program generally subscribed to by all and a plan for its implementation which worked with moderate success during the fall semester 1967, and which promises to function with greater success this semester. The story of this program, Compensatory Education I & II, is told in the following articles.

Morris Murphy

II

COMPENSATORY EDUCATION I

A Silhouette of the Compensatory Education Program

I. How did Compensatory Education I and II differ from a block of remedial courses?

A. A faculty team from six departments was granted released time during the summer of 1967 to plan the program. All members of the planning team were involved in implementing the program in the fall semester 1967. They met weekly during the school year to evaluate and alter the program.

B. Interdisciplinary activities (shared student-faculty experiences on and off campus):
  1. On campus -- discussion of the off-campus experiences, lectures, films, slide talks, student forums, faculty forums, student feedback sessions.
  2. Off campus -- walking tours of various parts of the city, trips to museums and special facilities such as the Madden Zone Center.

C. Attempt to integrate remedial English and mathematics classes with material of the interdisciplinary activities.

D. Flexibility in time slots and size of groups according to type of activity:
  1. 98 students for lectures, films, slide talks, and forums.
  2. 1 student for individual ten-minute reading appointments.

E. Promotion of students through the sequence of four remedial English levels at any time during the semester.

F. A group spirit that may explain in part the low attrition rate of the program. Several factors contributed to the development of group identity among the students:
  1. Shared student-faculty experiences off campus led to a more intimate relationship between faculty and students than is typically achieved on campus.
  2. All in the same boat -- students commisserated with one another concerning their common disappointment upon learning that their admission to college-level courses was postponed.
  3. Student feedback sessions during which students told their peers and the faculty what they liked and did not like about the Compensatory Program.

II. What objective evidence is there that the Compensatory Program was any better than a block of remedial courses would have been?

A comparison of various pre- and posttest scores of Compensatory students and students registered in English 98 and 100 classes at Crane during 1967-68 shows little if any comparative advantage. The value of the Compensatory Program was best revealed in a follow-up survey of Compensatory Education I students who were promoted to English 100 and 101. Compensatory Education I (Fall, 1967) registered 98 students at both the English 98 and 100 levels of ability (41 at the English 98 level and 56 at the English 100 level -- one student did not take the English Placement test) and at the end of the semester recommended 13 for English 101 and 34 for English 100. Of 11 Compensatory Education I students who registered for English 101 at Crane in the spring of 1968, all made C or above except one student who withdrew to enter the Air Force. Of 26 Compensatory Education I students who registered for English 100, 16 made grades of C or above. Of all students registered in English 101 during the spring semester, 60% made C or above, but 91% former Compensatory students registered in English 101 that semester made C or above. Of all students registered in English 100 during the spring semester 1968, 53% made C or above, but 64% of the former Compensatory students registered in English 100 that semester made C or above. The drop-out rate (W and Unofficial Withdrawal F) in Compensatory Education I was 17% whereas the drop-out rate in remedial English classes at Crane during the fall semester, 1967 was 25%. The drop-out rate in Compensatory Education II (Spring, 1968) was 11% whereas the drop-out rate in remedial English classes was 21% during the same semester.

A BREAKDOWN OF THE NUMBER OF HOURS DEVOTED TO EACH COMPONENT OF COMPENSATORY EDUCATION 1967-68

Requested by the Registrar's Office

Prepared by Morris Murphy

FALL SEMESTER 1967-68

Compensatory Education 038 (Evening)

English 98	3
Reading 12	3
Interdisciplinary lectures, films, and Discussions	2
Total	8

Compensatory Education 039 (Evening)

Identical to 038 (Met on the alternate evenings)

Compensatory Education 040 - 041 (Day)

Remedial English	3
Remedial Reading	3
Remedial Mathematics	1
Interdisciplinary lectures, films, discussions, and field trips	5
Total	12

SPRING SEMESTER 1968

Compensatory Education 042 - 043 (Day)

Remedial English	4
Individual 5 minute reading appointments	
Remedial Mathematics	4½
Interdisciplinary lectures, films, discussions, and field trips	4
Current Events Discussion Groups	1
Counselling Seminar	2
Total	15

March 20, 1968

Morris Murphy

III

COMPENSATORY EDUCATION I

Fall Semester, 1967

Philosophy, Format, and Key Documents of Compensatory Education I

With the aid of experts in the field, remedial or compensatory Education programs must continue as a permanent function of our institution. They are a necessary adjunct to the open door policy of the Chicago City College.* Remedial programs or individual remedial courses should be designed to improve communication and computation skills so that the student can make significant progress each term (the variables in the term "significant" being the level at which the student starts and his rate of learning) in the improvement of those skills. Remedial programs or courses should not be exclusively concerned with those students who may ultimately enroll in the transfer curricula; but they should also serve any student whose level in these skills might be improved by such programs. This might apply to a student who wishes to qualify for transfer, vocational-technical, adult education, and community service programs; or to the individual citizen who may not be interested in pursuing his studies beyond the remedial level.

Building on several years of work in remedial English and mathematics and utilizing certain features of a special remedial program introduced by the administration in September 1966, a faculty committee of seven representing the English, Mathematics, Humanities, Biology, Social Science and Counselling staff were given a special assignment during the summer of 1967 to plan an Interdisciplinary Compensatory Education Program.

Beginning in the Fall of 1967, 98 students were randomly selected from among those whose credentials and pre-admissions tests indicated varying degrees of needed remediation. A specially structured block program was initiated for these students with special emphasis upon communication and computational skills. A variety of instructional methods and techniques were employed including team-teaching, large lecture group followed by small discussion seminars, formal classes in English and mathematics, tutorial sessions, field trips, guest lectures, panel discussions, films, and programmed materials. Notable in the experiment

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See Appendix J for a detailed dialogue on the implications of this statement.

was the free mobility within the four English levels in accordance with the individual student's rate of progress.

Students registered in conventional remedial English classes are used as controls; these groups at Crane were given the same pre- and posttests of English and reading proficiency as the Compensatory Program students. The results of this testing can be found in the chapter of this volume entitled "An Evaluation of Compensatory Education I and II, Crane College, 1967-1968."

Of the initial experimental group, 48% were promoted at the end of one semester of Compensatory Education to either college preparatory ("100 level") or college level programs. The remainder of this section contains various key documents of Compensatory Education I.

TO: THE CRANE FACULTY

FROM: THE COMPENSATORY EDUCATION COMMITTEE

RE: PROGRESS REPORT

DATE: JULY 28, 1967

On June 23, 1967 the Compensatory Education Committee unanimously decided to inform the general faculty at Crane of the progress it had made by some date near the middle of the summer. It also decided to invite the comments and suggestions of the faculty in relation to that progress.

The compensatory education program will be supported by the participation of the English Department for twenty hours, and the Biology, Humanities, Physical Science and Social Science departments for six hours each. One hundred students, drawn from the whole range of remedial abilities, will be selected for the day program. Their participation will be considered twelve hours for registration purposes. A modified version of the program for fifty students will be offered during the evening for eight hours' credit.

The Committee agreed that the program should have the following goals:

1. To improve reading, writing, oral, aural and computational skills to enable the student to get a job or a better job; and to further improve these skills in preparation for college-level work.
2. To provide the student with an increased awareness of his internal and external environment and the ability to cope with it.
3. To provide the student with an experience that is interesting and satisfying in itself, regardless of future benefits he might derive from the program.

The Committee has thus far decided that students will be selected for the program on the basis of an English placement test, a reading test, a writing sample and a mathematics placement test. The English placement test will be Form RS which has been devised by the English Department. The specific reading and mathematics tests have not as yet been determined. Each student will have a data card to record pertinent information concerning his placement scores, pre and post testing results, and his progress in the program.

The overall theme for the program will be, "The Meaning of Success: The Individual and the City". Although not all of the instructional material has been decided upon, the Committee has constructed an outline which begins with views of personal success and continues with a study of Chicago and its communities, facilities, and problems. The final part of the program will concern itself with change; personal, institutional, and societal, which is designed to promote success. The outline will be supported by an interdisciplinary program of lectures, small group discussions, films and field trips conducted with the active participation of all the faculty in the program.

Four separate English classes will be scheduled on Tuesday and Thursday. The reading and composition aspects of these classes will be directly related to the interdisciplinary studies of the program. The students will be divided according to abilities in these English classes; but a student will be able to move from one level to another at any time during the course of the semester if he demonstrates sufficient mastery of the skills necessary for the next level. There will also be brief mathematics classes on Monday and Friday divided according to three levels of ability. The same possibility for mobility from one level to another will exist in these classes. The remainder of the program, consisting of lectures, films, field trips and small group discussions, will not attempt to identify levels of preparation for placement. Rather, all remedial students in the program will have the opportunity to react to the total offering of the interdisciplinary groups.

Please write to Mr. Roth, the secretary of the Committee, if you have any comments or suggestions for the program. A folder, including a complete set of minutes of the Committee's meetings, will be available for examination in the library in September.

Prepared for the Committee by

James E. Roth, Secretary
Compensatory Education Committee

Morris Murphy, Chairman
James E. Roth, Secretary
Carl Adler
Frank Banks
William Faricy
Robert Glassburg
Paul Kadota

Fall Semester, 1967 CRANE COLLEGE Dean I.B. Slutsky

COMPENSATORY EDUCATION PROGRAM

Compensatory Education Committee:
Carl Adler, English
Frank Banks, Biology
William Faricy, Humanities
Robert Glassburg, Physical Science
Paul Kadota, Counseling
Morris Murphy, English
James Roth, Social Science

English Department Associates:
~~Arlene Crowdson~~ WILLIAM IBBS
Rita Gallagher
Barbara Kessel

SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Math-1	8:00 ENGLISH CLASSES AND READING LABORATORY 10:55	8:00 SPECIAL ACTIVITIES LECTURES, FILMS, DISCUSSIONS, FIELD TRIPS, ETC. 12:00	8:00 ENGLISH CLASSES AND READING LABORATORY 10:55	Math-1
8:30	Math-2				Math-2
9:00	Math-3				Math-3
9:30	BREAK				BREAK
10:00	LECTURE Room 216				LECTURE Room 216
11:00	Interdisciplinary discussion Groups	STUDENT ACTIVITIES PERIOD		STUDENT ACTIVITIES PERIOD	Interdisciplinary Discussion Groups

Texts are to be purchased before Monday, Sept. 18 at Beck's Bookstore, at 56 East Chicago Avenue

Webster's New World Dictionary in paperback	$ .75
Rubinstein, The Plain Rhetoric, Allyn & Bacon	2.95
Helen M. Thompson, The Art of Being A Successful Student, Washington Square Press, W 56	.45
C. L. Mayerson, ed. Two Blocks Apart, Avon Library, SS16.	.60
Lorraine Hansberry, A Raisin in the Sun, Signet.	.75
Vance Packard, The Status Seekers, Pocket Book, 75029	.75
F. Scott Fitzgerald, The Great Gatsby, Scribners, SL1.	1.25
Paul DeKruif, Microbe Hunters, Reader's Enrichment Series, RE 313	.75
Howard F. Fehr & Max A. Sobel, Mathematics for Everyone, Pocketbook, 7031	.50
TOTAL COST	$ 8.50

There will be another packet of paperbacks to buy in November which will probably cost between $4 and $5.

First Assignment: Read before Sept. 18, Two Blocks Apart, by C.L. Mayerson

ALWAYS BRING THE PAPERBACK DICTIONARY TO CLASS WITH YOU

COMPENSATORY EDUCATION PROGRAM: CRANE COLLEGE

The purpose of this program is to improve communication and computational skills to enable the student to cope with college work more successfully, to get a job, or to get a better job. The student will accomplish this goal through an interdisciplinary learning experience which will use teachers from the English, Mathematics, Humanities, Biology and Social Science departments. Each week there will be formal class instruction in English and mathematics, supported by an interdisciplinary program of lectures, small group discussions, films, and field trips, all of which will be related to the topics of the program. The overall theme of the program will be, THE MEANING OF SUCCESS: THE INDIVIDUAL AND THE CITY.

General Outline

I. Individual Ideas of Success and How the People Live

  A. Individual Views of Success

  B. Ethnic Groups in Chicago--Community Ideas of Success

  C. Social Classes in America

    1. What are social classes?
    2. Do social classes have different ideas of success?

  D. The World Intellectual Community (The World of the Scientists)

    1. How has society helped or hindered the individual to fulfill his potential?
    2. Science describes the phenomenon of change.
    3. Social insects attempt to build a successful society.

II. How People and the Society Change in a Quest for Success

  A. Social and Political Change

    1. Immigration, migration, urbanization, and population.
    2. What kinds of societies limit change?
    3. What kinds of societies encourage change?

  B. The Search for a Better World

    1. Concepts of a worse world: totalitarian? Communist? Anarchy?
    2. Concepts of a better world: utopia? equality of opportunity? security? individualism? renewal?

This is a brief description of the guidance and counseling program at Crane Campus. Throughout your enrollment at Crane, the Guidance and Counseling department provides counseling opportunities for all students individually and in groups. The guidance and counseling program serves the following areas of concern.

1. Educational planning at Crane Campus
2. Personal and social problems
3. Academic difficulties
4. College and other higher institution information
5. Occupational and vocational exploration

Educational planning at Crane Campus is concerned with what is happening now with you and the courses you are taking. You may have some questions about educational planning like:

1. Am I taking the right courses for what I want to be?
2. What do the courses I am taking have to do with what I want to be?
3. What courses do I take if I am not certain what I want to be?
4. Am I taking courses which are right for me according to my preparation and capabilities?
5. How many courses should I take if I am working?

Counselors are available to discuss and to listen to any kind of personal and/or social problems and concerns which you may have. Questions may cover a wide range of topics:

1. How am I going to make it financially next semester?
2. Who am I and where am I going?
3. Should I continue to live at home?
4. Why am I not doing better at college?
5. Should I wait to get married?

Questions about academic difficulties should be raised as soon as you recognize that you are having trouble. Ask yourself. Ask your instructor. Ask your academic adviser. Ask a counselor:

1. Am I taking courses that are too difficult, or am I taking too many courses?
2. Do I really have adequate study habits? How do I get them?
3. Do I use my time wisely? How much time do I waste?
4. Why am I not doing well?
5. Am I taking advantage of being able to make an appointment with my instructors?

Gathering college and higher educational information should be an on-going process. Questions you may have about yourself and college may include:

1. After Crane, what?
2. How do I apply to get into specialized training schools like computer, beautician, secretarial schools?
3. What colleges and universities can I get into with my preparation, my capabilities, and my bank account?
4. Can I get some financial assistance to a college even after I finish two years in the transfer program at Crane College?
5. Are there disadvantages in having gone to Crane for two years, then transferring to a four-year college?

Most of you will be exploring occupations and vocations. Some of you lucky ones know what you want to be. You probably have been asking many questions about yourself and vocations, such as:

1. What kind of job am I best suited for according to my capabilities and aptitudes?
2. What kinds of occupations are growing and expanding and which give the greatest opportunities for advancement?
3. What are my interests and aptitudes?
4. What are the opportunities in specific occupations?
5. What kind of preparation must I have to become what I want to be?

These are the five areas of service the guidance and counseling program offers to all students individually and in groups. The services are there for your asking. If you have any concerns, meet with one of the counselors. If you do not have any immediate concerns, meet with them to know them. They may, in some way, be helpful to you.

The counselors are located in Room 137, and you may meet them by making an appointment, or by just dropping by. Making an appointment has the advantage of assuring yourself an amount of time.

Counseling interviews are confidential. Whatever is discussed in a counseling session is held in professional confidence.

Counselors are basically non-evaluative and work primarily in assisting students (1) in establishing educational plans, (2) in assessing educational progress, (3) in providing college and school information, (4) in giving and interpreting tests and test information, (5) in identifying special talents and disabilities, (6) in providing occupational and job information, and (7) in helping with the decision-making process.

Recommendations concerning the English and reading sections of the Compensatory Education Program based upon a meeting of Mr. Murphy and Mr. Adler July 11, 1967. 15

Presented to the Compensatory Education Committee July 12, 1967.

RECOMMENDATION FOR SCORES ON ENGLISH PLACEMENT TEST ~~###~~ FORM RS/writing sample, and AND READING LEVELS FOR PLACEMENT OF STUDENTS AT FOUR ENGLISH AND READING LEVELS IN THE COMPENSATORY EDUCATION PROGRAM

SCORES ON FORM RS	WRITING SAMPLE	GRADE LEVEL OF READING COMPREHENSION (Reading test yet to be chosen)	ENGLISH AND READING PLACEMENT	
56 - 70	101	13th or above	English 101	
46 - 55	100+	11th and 12th grades	Group D	(English 100)
36 - 45	100-	10th grade	Group C	
26 - 35	98+	8th & 9th grades	Group B	(English 98)
0 - 25	98-	7th or below	Group A	

English 98 levels of program would be mainly people reading at the 9th grade or below.

English 100 levels of program would be mainly people reading at the 10th grade or above.

Summary:

The ideal Group A student would score from 0 to 25 on Form RS, write a 98- theme on why he came to Crane, and read at the seventh grade or below.

The ideal Group B student would score from 26 to 35 on Form RS, write a 98+ theme on why he came to Crane, and read at the eighth or ninth grade level.

The ideal Group C student would score from 36 to 45 on Form RS, write a 100- theme on why he came to Crane, and read at the tenth grade level.

The ideal Group D student would score from 46 to 55 on Form RS, write a 100+ theme on why he came to Crane, and read at the eleventh or twelfth grade level.

Recommended testing procedure during week of Labor Day: Give all students whole battery of tests but only those who score below 56 on Form RS the writing sample.

Recommended emphasis upon problem areas in writing in the four English groups:
The organization and development of the theme as a whole should be emphasized in all groups. Groups 6 and D should emphasize the organization and development of paragraphs.

101	Relatively free of errors in mechanics. Well thought out and well organized.
GROUP D: 100+	Punctuation (with emphasis upon non-restrictive and parenthetic elements), proper subordination and modification, diction (with emphasis upon choosing the exact word for both connotation and denotation), the use of pronouns including problems in case, reference, pronoun agreement, and pronoun shift.
GROUP C: 100-	Run-on & fragment errors, study of adjectives including problems in double comparison and degree, study of adverbs including the problem of using an adjective when an adverb is needed.
GROUP B: 98+	Problems in using nouns (irregular nouns, plurals, possessive case nouns, wrong use of apostrophe, problems in using verbs (irregular verbs, infinitives, wrong use of a past participle, auxiliaries that must be followed by participles, subject & verb agreement, and tense), fragments that lack subjects and verbs, spelling, and wrong words (malapropisms).
GROUP A: 98-	Some new approach, perhaps emphasizing at the beginning oral rather than written composition. Incoherent sentences, manuscript mechanics, lack of capitalization at the beginnings of sentences and punctuation at the ends of sentences, penmanship, plurals of nouns, spelling problems and word confusions caused by strong dialect features in the speech of the student.

GRADE REPORT SENT TO EACH STUDENT AT
THE END OF THE SEMESTER

Department of Compensatory Education January 17, 1967

Fall Semester Record of

	Mid-term: Walking tour, Raisin, Great Gatsby, etc.	BIOLOGY	ANIMAL FARM	TRUE BELIEVER	English Form RS, Sept.	English Form RS, Jan.	Form RS Improvement	Form A, Nelson-Denny Reading, Sept.	Form B, Nelson-Denny Reading, Jan.	Nelson-Denny Improvement	Writing Sample, Sept.	Writing Sample, Jan.	Writing Improvement	Mathematics Test, Sept.	Mathematics Test, Jan.	Math Improvement	English Class Grade	Math Class Grade	Interdisciplinary Grade (Average of Tests I, II, III & IV)	COMPENSATORY EDUCATION GRADE (For Entire Semester)	DISPOSITION
	Interdisciplinary Tests																				
	I	II	III	IV																	
SCORES																					
RADES																					

Grade Level
Grade Level
Grade Levels

EXPLANATION OF GRADES AND SCORES:

Grades: A - Excellent, B - Good, C - Average, D - Poor, F - Failure.

Criteria for evaluating writing samples: Writing samples are evaluated by two English teachers working independently. When they have finished reading and evaluating, each teacher compares his results with those of the other teacher who read and evaluated the same set of themes. They discuss any themes upon which their evaluations do not agree, and sometimes a third teacher is asked to read themtheme to help decide what the evaluation should be.

101 - This writing is relatively free of errors in spelling, grammar, and punctuation. It is well thought out and carefully organized. The penmanship is good.

100+ - This writing is relatively free of basic errors (listed below), but the student may still have some problems in punctuation (particularly the punctuation of nonrestrictive and parenthetic elements), proper subordination and modification, diction (particularly choosing the exact word for connotation and denotation), the use of pronouns including problems in case, reference, pronoun agreement, and pronoun shift.

100- This writing is relatively free of the most basic errors (listed below), but the student may still have some serious problems in punctuation (particularly fragment and run-on errors), the use of adjectives including problems in double comparison and degree, and the confusion of adjectives and adverbs.

98+ This writing shows that the student has problems in using nouns (regularizing irregular nouns, using the singular when the plural noun is needed, failing to use the possessive case, wrong use of the apostrophe), verbs (regularizing irregular verbs, making infinitives past tense, wrong use of a past participle after auxiliaries that require it, subject and verb agreement errors, tense errors), spelling, wrong words (malapropisms), and sentence construction (particularly the use of fragments lacking subjects and verbs).

98- This writing will include many of the features of 98+ writing listed above, but in addition it may show that the student has problems in constructing coherent sentences; manuscript mechanics; capitalization; punctuation at the ends of sentences; the random use of periods; penmanship, spelling, grammar, and word confusion problems caused by strong dialect features in the speech of the student.

EXPLANATION OF THE LAST COLUMN: DISPOSITION

The mark in this column indicates what the student may enroll for at Crane next semester.

R = Retained for another semester of compensatory education.

98 = Student may enroll in English 98 and whatever courses English 98 students are allowed to take.

100 = Student may enroll in English 100 and college transfer courses.

101 = Student may enroll in English 101 and other college transfer courses.

DR = Student is dropped from compensatory education and other academically oriented programs. This may have resulted from a lack of aptitude for academic work or from a seeming lack of interest in it. In either case, the committee encourages the student to consult with Mr. Morrow, Mr. Kadota, or Mrs. Jennings of the Crane Counselling Department to explore the possibilities for success in some other directions

PROFILE OF THE FRESHMAN STUDENTS IN THE COMPENSATORY EDUCATION PROGRAM

SEPTEMBER, 1967

PROFILE PREPARED FOR THE COMPENSATORY
EDUCATION COMMITTEE BY THE COUNSELING
AND GUIDANCE DEPARTMENT: CRANE CAMPUS
CHICAGO CITY COLLEGE (pk)

January 29, 1968

The purpose of this profile on students in the Compensatory Education Program is to identify the students and thereby understand some of the characteristics of this student population.

The data used in the development of the profile was taken from the (1) application of the student, (2) the high school transcript, and (3) the ACT data card. The profile includes a description of the student population by sex, age, and place of birth. High school performance of the student population is described by the number of students who have graduated from high school, the location of the high school, the kind of high school program, i.e., the track the student was involved in; and, the high school grade point average. The ACT data card provided the standard scores in four different disciplines and a composite score of the four.

PROFILE

I. DESCRIPTION OF THE STUDENT POPULATION

A. AGE

DISTRIBUTION OF AGE:

Average Age: 19.1

Range: 23 years (low 17)
(high 40)

Age	Frequency
40	1
39	0
38	0
36	0
35	0
34	0
33	0
32	1
31	0
30	2
29	0
28	0
27	1
26	1
25	0
24	1
23	0
22	5
21	0
20	11
19	41
18	28
17	6
N =	98

PROFILE

I. DESCRIPTION OF THE STUDENT POPULATION

B. Sex

Male	49
Female	51
Total	100

C. Place of Birth

Chicago	39
Outside of Illinois	48
Outside of the U. S.	7
No Data Available	6
Total	100

II. HIGH SCHOOL BACKGROUND

A. NUMBER OF STUDENTS WHO GRADUATED FROM HIGH SCHOOL

97 students for whom data was available graduated from high school. There were no students who were "Special Students" or GED high school equivalents.

B. LOCATION OF HIGH SCHOOLS FROM WHICH THE STUDENTSGRADUATED

Chicago Public High Schools		
Marshall High School	19	
Crane High School	15	
Farragut High School	10	
Others	27	
		71
Private and Parochial Chicago Schools		
Cosmopolitan	1	
Central YMCA	1	
Catholic Parochial Schools		
St. Mels	2	
Providence	1	
St. Stanislaus	1	
		6
Other Illinois High Schools		
Proviso East	1	1
Outside of Illinois High Schools		
Alabama	2	
Arkansas	4	
Michigan	1	
Mississippi	6	
Missouri	2	
South Carolina	1	
Tennessee	1	
Texas	1	
		18
Outside of the U. S.		
Nigeria	1	1
Total		97

PROFILE

II. HIGH SCHOOL BACKGROUND

C. Kind of High School Program

This data is applicable to students who are products of the Chicago Public High Schools. Students who graduated from the Chicago Public High Schools have transcripts which are assessable. Transcripts from schools outside of Chicago are difficult to assess. For that reason, only the transcripts of Chicago Public High School graduates were used.

In order to understand the placement of "tracking" of students in the Chicago Public Schools, may I describe how one Chicago Public High School places or "tracks" students. When the student is in eighth grade in one of the Chicago Public Elementary schools, he is given a battery of achievement tests. The results of this battery of tests are used for placement or "tracking" purposes by the high schools. The following cut off scores have been used by this high school:

Reading Test (The Metropolitan)	Placement
10+	Honors English Program
8.0 - 9.9	Regular English Program
6.0 - 7.9	Essential English Program
2.0 - 5.9	Basic English Program

If a student is one or more years above grade level, he is considered for the Honors English Program. If the student is within grade level, he is placed into the regular English Program. If a student is up to two years below grade level, he is placed into the Essential English level. If a student is more than two years behind in grade level, he is placed in the Basic English classes.

II. HIGH SCHOOL BACKGROUND

C. Kind of High School Program (cont.)

Math Score (Metropolitan)	Placement
8.0+	Regular High School Algebra
6.0 - 7.9	Essential Mathematics
2.0 - 5.9	Basic Mathematics

For a student to be placed into Algebra, he must attain an 8.0 Reading Score in addition to this 8.0 on the math test. A student may take algebra at any point in his high school years as soon as he achieves an 8.0 score in the reading test and the math test.

These scores are usedfor initial placement or "tracking" on all incoming high school freshman. Students are given the chance for mobility upwards once he is placed in a particular track. After average or better than average performance in the first year, the student may be recommended to take another test to determine his grade level. If as a sophomore, he is no more than 2.0 years behind his grade level in reading, he may be recommended for the regular English class. He would then be placed into Regular English Freshman level. The Basic level ofEnglish is offered only during the first two years. After two years at the basic level, the junior level student would be promoted to Essential English Freshman level.

The following information is based on information gathered from transcripts for 63 Chicago Public High School graduates who were enrolled in the Compensatory Education Program, September, 1967. Data was not available for the other eight Chicago Public High School graduates. Because of the difficulty of assessing the transcripts of the other 29 students, their transcripts were not used.

II. HIGH SCHOOL BACKGROUND

C. Kind of High School Program (cont.)

What happens to the student after the student's initial placement? The diagram following this page will give you some idea of the mobility of the students in the English tracking program.

HONORS

One student was initially placed into the honors level of English. The student worked down to the regular level of English. One student who started in the regular level of English moved up to the honors level by the time the student graduated from high school.

REGULAR

Eighteen students out of the 19 who were initially placed at the regular level remained at the regular level for four years. One student moved to the honors level.

ESSENTIAL

Of the 18 students who were initially placed in the Essential English level, 11 students continued on the essential track. Seven students moved to the regular track.

BASIC

Of the 25 Basic level placements, 23 moved to the essential level of English. Two students went from the basic level to the regular level. 17 students of the 23 students remained on the essential level until they graduated from high school.

Follow up of mobility in math posed a problem. Chicago Public High School students may conceivably graduate with a minimum of one year of mathematics. The regulation for fulfilling the math-science requirement is either one year of science and two years of math, or two years of science and one year of math. The math that the student takes to fulfill the requirements may range from Basic math to calculus.

ENGLISH PLACEMENT

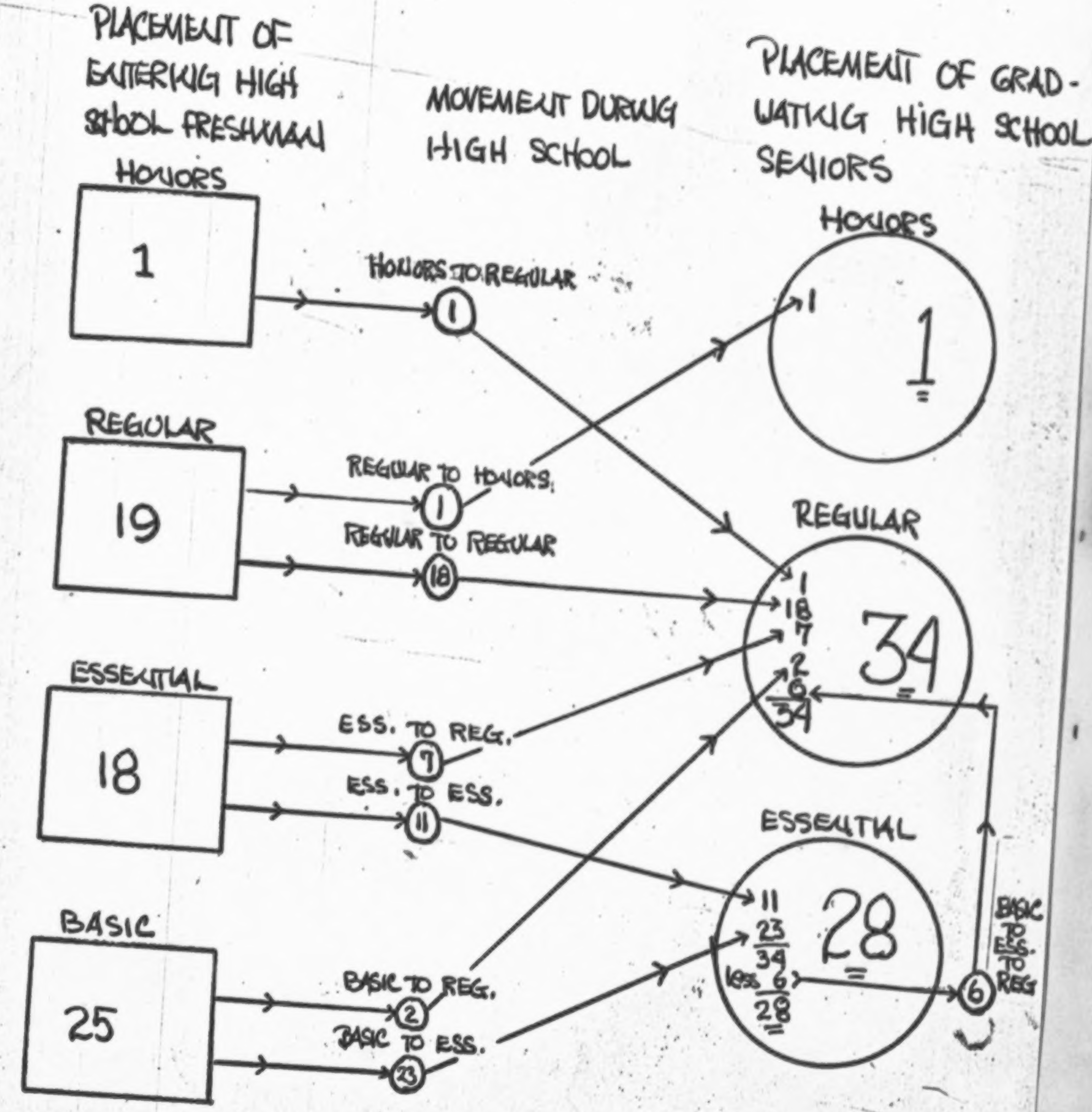

PLACEMENT OF ENTERING HIGH SCHOOL FRESHMAN
MOVEMENT DURING HIGH SCHOOL
PLACEMENT OF GRADUATING HIGH SCHOOL SENIORS
HONORS
1
HONORS TO REGULAR
1
REGULAR
19
REGULAR TO HONORS
1
REGULAR TO REGULAR
18
ESSENTIAL
18
ESS. TO REG.
7
ESS. TO ESS.
11
BASIC
25
BASIC TO REG.
2
BASIC TO ESS.
23
HONORS
1
1
REGULAR
1
18
7
2
6
34
34
ESSENTIAL
11
23
34
less 6
28
28
6
BASIC TO ESS. TO REG

DIAGRAM
PK
1/68

II. HIGH SCHOOL BACKGROUND

D. Grade Point Average

The grade point averages were worked out for 39 students. The four point grading scale was used: A - 4; B - 3; C - 2; D - 1; F - 0. The mean grade point average for the Compensatory Education students when they graduated from high school was 1.760. The range was 1.911 with the bottom being .789 and the top being 2.700.

Grade Points Average	Frequency	Per Cent
2.500 - 2.99	4	10
2.000 - 2.499	9	24
1.500 - 1.999	12	31
1.000 - 1.499	7	18
.500 - .999	7	18
N =	39	

34% of the 39 students whose data was used graduated from high school with a "C" or better average. 66% graduated with less than a "C" average.

PROFILE

III. ACT SCORES

The ACT tests are designed to measure the student's ability to perform the kinds of intellectual tasks typically required of college students. Most of the items are concerned with the concepts that he has learned; they are not primarily concerned with specific and detailed subject matters. The ACT test has five scores: English; Math; Social Science Readings; Natural Science Readings and Composite. The Composite is usually the most used single predictive score.

The ACT scores give a general picture of how students of a particular institution perform on the ACT tests. The scores may be compared with scores achieved by students at another institution, or may be compared with the national norms. The scores for the students at this institution should be used merely as a possible indication of the student's potential success and not as an absolute prediction. The school does not have enough data about the ACT scores and the students here at Crane to make accurate predictive evaluation.

Four sets of ACT data are used here to give a general picture of how students perform on the ACT test and how their scores compare with other samplings:

1. ACT Composite Standard Scores for Crane entering freshman students in September, 1963, 1964, and 1965; 2. ACT Composite Standard Scores for Crane entering freshman students in Sept., 1967; 3. ACT Composite Standard Scores for Crane Compensatory Education students, September, 1967; and, 4. Quartile scores for Level I institutions.

Composite Standard Score CCC: ACT Scores from Crane[1] Sept., 1963, '64 and 1965 Full Time Entering Freshman Students

Standard[3] Score
Quartile[2]
Q_3 = 14.3
Q_2(Md.) = 11.4
Q_1 = 8.4
N_4 = 325
Range Unavailable

Composite Standard Score ACT Scores for Crane Sept. 1967 Full Time Entering Freshman Students

Standard Score
Quartile
Q_3 = 14.03
Q_2(Md.) = 11.02
Q_1 = 8.20
N = 128[5]
Range = 24
Low = 1
High = 25

Composite Standard Score ACT Scores for Crane Sept., 1967 Comp Ed Students

Standard Score
Quartile
Q_3 = 11.04
Q_2 = 9.00
Q_1 = 7.20
N = 76
Range = 19
Low = 1
High = 20

Composite Standard Score Quartile Scores For Level I College[6]

Quartile	Percentile Rank
Q_3	21.89*
Q_2	18.05
Q_1	14.60*

*Approximately

1. A Monograph
REPORT ON ACT TEST DATA AND WINTER 1966 GRADE DISTRIBUTIONS IN THE GENERAL COURSES AND MATHEMATICS OF CHICAGO CITY COLLEGE STUDENTS, Division of Institutional Research on Chicago City College, 1966.

2. Quartile is a grouping of the total sampling into four equal parts. Q_1 is the low group and represents the 25% lowest scorers of the test. In the first sampling, Q_1 has a score of 8.4. Q_2 is the same as the median. Q_3 represents the score at which point 75% of the sampling scored 14.3 or below.

3. Standard Score. The ACT test scores are reported in Standard Scores in order that different norms may be used for specific groups. The Junior Colleges fall into the Level I College norm. In order to find out how our junior college students compare with other junior college students, the Level I College norms would be used. The standard score could be used with any norm that the ACT people have set up.

4. Total number of samplings is represented by "N".

5. Total of 128 students includes the 76 comp. ed. students.

6. Based on percentile rank and converted data extracted from USING ACT ON CAMPUS, AMERICAN COLLEGE TESTING PROGRAM, INC., 1967 pp. 13.

The Q_3 score for the Compensatory Education Students is 11.04. The Q_1 on the National Norms for the Level I institutions is 14.60. This bit of statistic indicates that 75% of the Compensatory Education students who took the ACT scored in the lowest quartile of the Level I institutions. As a matter of information, 89% of the Compensatory Education students who took the ACT scored in the lowest quartile; 10% of the students scored in the second quartile; and 1% scored in the third quartile.

INTERDISCIPLINARY COMPONENTS

SOCIAL SCIENCE

The social science contribution to the program was viewed as one that would permeate all aspects of the semester with the exception of the mathematics classes. There was no attempt to make any part of the program a remedial social science class or to insist that the students learn a certain set of social science concepts or methods. Instead, lectures on topics of normal concern to the social sciences were presented as the readings and the plans of the program seemed to indicate. For example, what success meant to the two young men who spoke in Two Blocks Apart, to the individuals in Raisin in the Sun and "Death of a Salesman" was considered appropriate for lecture and group discussions. In connection with The Status Seekers further lecture and discussion material on the topic of success and lectures and group discussions on social classes in the United States were presented. Those topics considered in the biology lectures and the assigned readings from Microbe Hunters were also the subject of lectures and discussions of the social ramifications of the scientific content presented; e.g. population, disease, heredity, the limitations which society places on the individual, even the individual of scientific genius, etc.

Why were literary works used?

I do not agree that these should be called "literary" only. But, he may be getting at the point that we all selected these works last summer in order to demonstrate the problems and coordinate our efforts with English.

This direction continued throughout the semester with all instructors participating. We were concerned primarily with the modern, industrialized, urban society of which we are all a part and we felt that individual analysis by any instructor or student in the program would be valuable stimulus to the students. We encouraged students to develop their critical thinking skills and to make intelligent and logical evaluations, of various aspects of modern society and to make those eveluations known.

J.E.R.

INTERDISCIPLINARY METHODS

LECTURES

We had a number of different lecturers and different styles of lecturing in the course of the semester. Some were more successful than others, ~~xxx~~ but student response was also divided on which style they found most beneficial to learning. However, student opinion of the lectures per se was quite negative, and, as an observer, I found the quality of attention quite poor. A degree of success upon occasion can be attributed to the use of filmstrips with the lecture, a detailed printed outline carefully adhered to, or some student input, such as written or oral questions to the speaker. Student panels were received with close attention.

The following factors may partially account for the weakness of lectures as a part of the program: 1) A great gap existed between the vacabulary generally used by most of the teachers and the listening vocabulary of the average comp. ed. student. 2) Many times a simple vocabulary was used as part of a fairly high level of abstraction, i.e.--"The public recreational facilities along waterways" (beaches). 3) Most comp. ed. students have very poor listening skills. They do not know how to listen for the organizing ideas and the one, two, three of the structure. There was no instruction to remediate this deficiency. 4) There was a lack of real connection between one speaker and another. It was not an inter-disciplinary program so much as a multi-disciplinary program.

I agree very much with this. C.A.

Because the topics changed?

BK

No, because the speakers did not bother to tie in to what went before

Our plans for next semester include having a weekly NET Journal film which presents a current social problem in terms of the people the problem presses upon. All the teachers will preview this film every week and discuss together what concepts and facts can be tied in with this movie and what activities in math, English, and discussion groups should be carried out. The objective of the lecturer will be to focus the movie as a problem or set of problems and ask the students in discussion groups to try to solve it or suggest action towards a solution. At that point, the teachers all become a resource that students will have to learn how to use. The library should also prove indispensable at this stage. The lecturer can sometimes function as a tester of solutions.

The theme for next semester may be called "Confrontations". The confrontations in these movies may be black and white, the powerless with the powerful, young and old, female and male, psychotic and normal, or others. The confrontation for the student will be with other points of view, which sounds simple enough, but we have found students in this program initially reluctant to share views, particularly if any variety or conflict is imminent. We would hope to put the student through a series of "other skins" in his role as problem-solver.

I agree
BK

It is my hope that the lectures will be more successful second semester because they will be geared to a concrete situation presented in the movie. Also, they must be directed to the students and clarified by student feedback since the students are required to respond to lectures with a "solution".

Perhaps we should not have lectures. Rather, perhaps the "lectures" should be a discussion broken even with a large group

There may have been a natural tendency last semester to lecture to the seven or so other teachers in the room. This certainly influenced me the two times I was a panel member. So lectures in the coming semester should attain a connection with the student's thought processes, the connection that distinguishes communication from one-way noise.

Good here
JER

In addition, coherence may be achieved next semester because we have limited the topic content to social science and hope to come at it with the tools and materials of our other disciplines. Consider an example: The problem presented is that the aged feel useless and are considered functionless in our society. What shall we do with them or for them or about them? Mr. Roth might focus on the social attitudes and the mechanisms and media through which these attitudes are brought to bear on the individual's idea of himself. As a biologist, Mr. Banks might show us in what ways and to what degrees age affects function. In English class we might read John Steinbeck's "Leader of the People" and role-play some alternative endings to the story of the young boy and his grandfather. A group of students could read some current articles on plans for dealing with the retired population and then present a debate for the large group. In the course of their reading, they may need guidance from the math teacher to interpret data on numbers of people, from their counseling class to interpret job categories, and from their English teacher or the librarian to locate materials and understand vocabulary. Mr. Glassburg may make up some word problems using some data on the aged as a means to his end of teaching the particular arithmetical processes. In fact, all the content of the program is a means to learning the processes of thinking, data-gathering, and expression which would make them competant to learn anything. In a sense, the content is the motivation to think and express. With this philosophy, we have sought as much student opinion as possible from last semester's group, and we'll leave room for choice of films and sub-topics by students from the next group.

realistic & accurate

I agree as long as we include in this process the marshalling of evidence (reasons, facts, inferences, illustrations, etc.) in support of conclusions.

But insofar as students must manipulate "content" in problem-solving, argumentation, reaching conclusions, etc., such "content" is also an end as well as a means.

B.K.

(2)

2

Discussion Groups

It is difficult to discuss these groups because they varied so widely. Each set of teachers had their own objectives and conceptions of what a discussion group should accomplish, so the variance was necessary and good. I can only ealborate on the method of Mr. Faricy's group in which I was partner teacher. We felt that the discussion group belonged to the students, and it was our job to plant the responsibility firmly on them. They had to raise the issues to be discussed first of all, with the understanding that they should relate to the lectures or field trips in some way. We asked questions or played devil's advocate to deepen the issue and to keep the discussion developing rather than fragmenting. In the beginning it took a while for the students to realize that it was theirs, but then the idea took hold, and it was one of the most interesting and valuable groups I've ever been part of.

developing toward what?

B.K.

What kinds of issues and/or questions were most appealing to the students?

BK

developing toward conclusions or choices of conclusions following from various premises asserted.

Contemporary, related to young people, social group tensions (Hillbillies, Puerto Ricans, Negroes), Black Power, Animal Farm, welfare, possibilities of life colonization on the moon, social problems of increased population

Field Trips

Students in the Compensatory Education Program went on two field trips last semester, one in October and the other in January. They were both well-attended and well-received, and I would hope for more in the future. The first was a walking tour of the Mid-South Side of Chicago, the purpose being to JER acquaint our students with the varied and changing face of the city as well as some of its problems and issues: among them ~~the~~ JER deteriorating neighborhoods, the destructive effects of urban renewal on the identity, stability, and continuity of ethnic communities, and the possible incompatability of streamlined glass-and-steel modern apartment buildings with the psychological needs of people living within them. The tour began at Prairie Shores and the Michael Reese Hospital and ended on the campus of the Illinois Institute of Technology with stops at Lake Meadows, an art photography gallery on 31st Street, and four row houses at 3213 South Calumet Avenue designed by Frank Lloyd Wright for upper-middle class people then when – then? entrenched sounds evil! BK in the neighborhood. The trip was an appropriate one since it came at a time when we were discussing individual success in an urban setting. It also provided a visual introduction to the theme of social change later presented in the course. And Mr. Faricy provided us with an extensive introduction, including a history of the area, full descriptions of all stops along the way, and questions focusing attention on concerns of inner-city life. The second trip, to the Art Institute, was to acquaint students with the process of aesthetic change that parallels change in society. The preparation was JBr Too much? BK more than adequate: Mr. Faricy lectured the students on how to view paintings and analyzed slides of famous paintings to illustrate his points. The students seemed extremely responsive to what they saw at the museum. I was bothered, however, by comments that the trip should have come soon after the first in order to provide continuity between the modern archetecture on the South Side and the modern art at the Art Institute. My opinion is that we teachers have inadequately related the trips and program themes. In fact, little was made of the trips once they were over unless done in individual discussion groups or English classes. We should have made certain that our students realized that the process of social and not just aesthetic change was being studied. Part of the problem stems from the fact that we did not have a clearly defined and adequately developed program theme. "The Meaning of Success: The Individual and the City" lends itself to too many concerns to be really useful. The result was that we skimmed the surface of a great variety of topics, ranging from the early history of Chicago to the Vietnam conflict, and concluded very little. Hopefully next semester we will have a series of related and specific issues along with several supporting field trips that our students can respond to in sufficient depth to be intellectually satisfying. Perhaps the trips can even be used to suggest questions and answers necessary for learning the techniques of problem solving.

William C.

W.I.

Good report.
J.C.R.

EXAMINATIONS

There were four examinations given to all the students in the program during the course of the semester. The first dealt with the readings, lectures and films of the first four weeks; including Two Blocks Apart, Raisin in the Sun, The Great Gatsby, The Status Seekers, the films "Raisin in the Sun" and "Death of a Salesman". The second examination included the readings assigned from Microbe Hunters and the lecture and film materials presented by Mr. Banks during approximately the second four weeks of the program. The third examination was concerned with the book Animal Farm and the animated film of that book. The last examination dealt with the lectures and readings around topics in the Eric Hoffer book, The True Believer (see Appendix R).

These examinations were all objective and generally of the multiple choice variety, although there were some true and false and matching items as well. It is my opinion that less emphasis should be placed on this type of testing and more short and longer essays be included in future examinations. In order to prepare the students in the program for the kinds of work they might expect from college courses, some attention must be given to objective examinations and the problems they pose. But, it is my contention that these tests should also participate directly in one of the major goals of the program; that of helping the student improve his communication skills.

I agree! Our students are especially weak in supporting their conclusions in impromptu themes

To say nothing of his reasoning abilities.

Of the four tests given, I believe the first two were the most successful. They were longer, covered more material, and placed a heavier burden on the students to prepare for them. One complaint the students had concerning the fourth examination was that an overproportionate number of questions came from the lectures than on the assigned reading. This was true and probably should be avoided in the future, although this does happen in college courses from time to time.

Agreed!

Finally, I am concerned with the results of these four examinations. The grades given were based on a normal distribution curve and the students were informed that their grade reflected how they did in relation to the other students in the program. They were told that this was in no way an indication of how they might do if they had to compete with students in the college courses here on campus. They were not given a percentage grade either. I believe that some concrete grade reflecting what the committee thought the test paper would receive in a college course should have been included in the test results of each student after each test. This might have been a more realistic procedure and might have helped the students in their self-evaluation during the course of the semester. And, it might have contributed to a better understanding of their ultimate placement by the committee at the end of the semester.

J.E.R.

I think their grades actually corresponded to what they would have received in the remedial courses outside the program, 98 + 100. Isn't that realism enough? We don't give them 101-based grades in those courses.

Let me explain first that there were several students in the program last semester who received a "C" but who were not advanced to college level work, either of the English 100 variety or 101. They could not understand that, but I hope we could. This, in fact, might be a good time to repeat my opinion that grades should not be used for final disposition at all. And, from what I hear and see over the last several years, grades compatable with grades given in remedial classes outside the program would be very inappropriate bases on which to judge student potential and writing abilities.

J.E.R.

Does Mr. Roth feel that the number of tests was adequate? W.I.

Yes, four or five interdisciplinary tests seems sufficient. J.E.R.

Coordination of Interdisciplinary Aspects

The goal of presenting the student with the means or power of developing understandings and skills needed in diverse fields was not achieved. It would seem that too many faculty members from diverse fields were projected at the student in too short a time. Not enough time was given the student to contrast,compare and then generalize. In fact the goal of developing skill in logical reasoning was ignored even in cases where the opportunity was most apparent.

It seems clear that most of the faculty hours contributed from the fields of biology, humanities, and social science was inefficiently employed mainly because there were too many confusing sets of facts presented. It also seems clear to me that we need less time spent in each of these disciplinary fields and more time in connecting them by concentrating on common concepts and methods of thinking; that is, there should be more time spent on coordination.

B.G.

Although I would not judge myself that harshly, the general point about more and better coordination is very well taken. I also believe we are doing something positive about it this semester and will have a much more highly integrated program.

J.E.R.

ENGLISH GROUP A

This English class had much better attendance and promptness than my non-compensatory ed. classes. Six students of my final thirteen never missed a single class session. The gains made on the 70 point grammar-usage tests were as follows: 0,0, 4, 5, 5, 5, 7, 8, 10, 11, 13, 23, and 38. The last score is dubious in its authenticity. Gains made on theme placement (98-, 98+, 100-, 100+, 101) were as follows: four stayed the same at 98- , two stayed the same at 98+, two went from 98- to 98+, one went from 98+ to 100-, three went from 98- to 100-, and one went from 98+ to 100+. Thus six showed no improvement in writing, three showed one half course level improvement, and four showed one whole course level of improvement.

This was the bottom English group of a four-level stack, and the results are not disappointing to me on the basis of two hours a week, but I think we can do better with a little more time. It is interesting to note the grammar usage improvement despite the absence of text and drill.

We worked on two fronts in the English class: subject-verb agreement, variance from which is the distinguishing language feature of a 98 student, and theme-writing, as a whole process. For the subject-verb agreement problems I made up a card game of nouns and verbs and supplemented that practice with a continuous stream of exercises in which students made up sentences of their own according to specifications which would keep them in the present tense, where the agreement problem lies. As for theme-writing, it was apparent that none of the students had the slightest idea how to achieve several sentences on the same topic, not to mention coherence or unity. So we wrote a class theme together that went through many stages from topic choice to last revision, with the students duplicating each step with a topic of their own. In the beginning we wrote on topics from the program, but my group being the lowest and the material being out of their reach in both oral and written forms, it soon became obvious that they had no understanding on which they could base their expressions. We also tried in English class to go over some of the early readings---"The Burning Question", _The Great Gatsby_ (we held extra-curricular sessions with a recording of the book), and _Status Seekers_ to extract the main ideas, and this was not fruitless; however, with only two days a week to work on such massive deficiencies, I dedided to discard this reading skill work in favor of work on writing. Next semester we should be able to include both.

B.K.

ENGLISH

Group B

I feel that the program as a whole had one very serious drawback which reflected in the English class and that was that not enough time was scheduled in the program for English. I feel that one result of this was that I neglected to give the students a sufficient background in grammar and I saw a reflection of that in the performance or rather the lack of performance in the RS test. I do, however, feel that my students improved in theme writing, at least in terms of organization and coherence, if not in grammar.

One of the good elements of the program was the use of full length books and films, as well as the three field trips. I think our discussions of them enriched the English class and served as good material for themes. In most cases the readings assigned outside of the English class left me with proportionately more time in class to devote to writing, but as they led to discussion during class time, they also slanted class time away from grammar.

I would also like to comment on the selection of the novels and other books as I feel that their selection is crucial in whether they enrich or demoralize the program. The True Believer is an example of the latter. The difficulty of the material was such that we spent two English classes just in explaining the book, (I do not feel that the students understood the book at the end of the discussion.). A book that is too difficult destroys student morale. Other than this particular book the others were acceptable, ranging from good to excellent.

One other drawback in the English program was the text, *The Plain Rhetoric*. I feel that the use of the *Basic Facts* alone would have been preferable for the 98 sections. Because the students had purchased *The Plain Rhetoric* I felt obliged to use it. Of course, our assumption in having the students buy the text was that all students should have the same text because classes would be fluid and students would move from one English class to the next. Actually, (and I think this indicates the accuracy of our placement) relatively few students changed classes-- not enough to insist on uniform texts. Another situation also based on the idea of student mobility was the difference in class size. A more uniform distribution numerically among the English classes would have improved my class and been fairer all around.

I have limited my comments mainly to the English section of the program but I would like to make one comment on this "type" of program. I feel that one of the problems of this type of experimental program is that it demands a great deal of commitment, especially in terms of the committee that develops it. I feel that one problem-- which is not the fault of the faculty-- is that it is difficult to ask for this kind of commitment when there is no guarantee that the program will be continued or that successful innovation will be incorporated into existing programs.

R.G.

English Group C

In accordance with the main goal for the program, that we should enable our students to improve their reading, writing, oral, aural, and computational skills, the planning committee directed the four English groups to concentrate upon grammar, syntax, and punctuation as well as the organization and development of the whole theme. In particular, Group C (100- writing level) was to assist in the correction of run-on sentences and fragments, the study of adjectives including problems in double comparison and degree, and the study of adverbs including the problem of using an adjective when an adverb is needed as well as to emphasize paragraph organization and development. We further assumed that the themes written by Group C students might contain many of the errors that abound in papers by Group A and B students (i.e., incoherent sentences, faulty capitalization and end-of-sentence punctuation, spelling errors and word confusions caused by strong dialect features in the speech of the student, and faulty use of nouns and verbs). It was felt, however, that these errors probably resulted more from haste or carelessness than from the lack of either knowledge or proper habits, and they certainly would not consistently appear on a majority of papers. They could be corrected most easily in brief class discussions and exercises, individual conferences, or marginal notes on themes. The placement writing samples of four students were evaluated at the 98+ level, but these students had high enough scores on their grammar and reading placement tests to justify placement in Group C.

In general, most of the twenty-two students starting the semester resembled the profile of the ideal Group C student: scored from 36 to 45 on Form RS, wrote a 100- theme, and read at the tenth grade level. Except for the four who wrote 98+ papers, all wrote at the 100- level. Six scored between 29 and 35 on Form RS whereas two scored between 46 and 50. The three students scoring the highest grades on Form RS mastered the necessary writing skills well enough to be promoted to Group D mid-way through the term. On the reading test one student read at the

7.9 grade level, four at the 8th level, three at the 9th, nine at the 10th, two at the 11th, one at the 12th, and two at the 13th. The average of all beginning reading scores was grade 10.2. Near the end of the semester three students were promoted to Group C from Group B, having begun the semester with scores of 35, 41, and43 on Form RS, wrote 98+ themes, and read at the 8th grade level.

In order to determine their progress in the program, all students were required to take a second battery of placement tests, the same or similar to the first set. The results in Group C left much to be desired and suggest that expansion of and/or changes in program goals, teaching methods, length and number of class, texts, and/or testing methods are in order for next semester. Concerning the second administration of Form RS, we hoped that most of the Group C students would score between 46 and 55, indicating a placement of 100+. Nine students who had scored below 46 on the test in September scored between 46 and 51 this time. Eight more made slight improvements and scored between 32 and 43. Only one student scored fewer points the second time around, dropping from 34 to 27. Four students did not take this test or for that matter the end-of-semester writing sample and reading test. Lest we rejoice at the overall improvement ~~our good fortune,~~ be informed that the greatest improvement was only 12 points and made by a student who went from 100- to 101 level in writing. The average improvement was only 5.5 points.

On the second writing sample only six students made any improvement: two students went from 98+ to 100-, two from 98+ to 100+, and two from 100- to 101. Seven students remained at the same level, in all but one case, 100-. Unfortunately, five students lost ground: four went from 100- to 98+ and one went from 100- to 98-. Three of those who declined did little or no work during the semester, one did his work but seemed unable to reflect in his themes knowledge of grammar and syntax, and one lacked the necessary notivation for success in writing. Since Mr. Murphy conducted a reading laboratory separate from the English classes, he is in the best position to discuss the results of the second reading comprehension test. The three students who were with Miss Gallagher until the last two or three weeks of the semester scored 42 (35 on the first), 46 (41), and 47 (43), on Form RS; they wrote 100+, 100-, and 100+ papers respectively (recall that the three wrote 98+ papers in September).

Accounting for such varied performance in this pot of academic stew is difficult since several important influences combined to produce a wide range of effects on different students at any given time and on the individual student over a period of time: the program, especially the lack of time needed to implement it, the students themselves, and the teacher's knowledge (or lack of it) of his students' needs and the methods necessary for meeting them. Group C met for two periods per week one on Tuesday and one on Thursday, each lasting an hour and fifteen minutes. Two and a half hours per week is now deemed inadequate for covering several important functions: relating language studies to the program as a whole, especially to the interdisciplinary lectures and reading assignments; allowing time for periodic in-class writing assignments; directing discussions of sample well-written paragraphs and students' themes; supervising and discussing in-class mechanics and composition exercises; and meeting with students in individual conferences. Add to this pot pourri students who lacked in motivation and positive self-images-(having, in fact, little or no image of themselves as writers and for whom the process of writing is as foreign as the professional jargon of many academic disciplines is to me); also add that many of our students grow up in an oral rather than a writing culture, making the problem of turning out skillful readers and writer at best a frustrating one. Furthermore, many young students seem to think of writing as an extention of their personabities and should be as spontaneous as possible. For such students, the need in expository writing for self-conscious structuring and supporting of ideas is at least confusing and at most insulting. Quite possibly they might feel that no border exists between one's being and one's words and, therefore, any criticism of the latter is a criticism of the former.

In planning the English class on the heels of similar speculation, I felt that most of our students had had the study of grammar and other aspects of mechanics forced upon them in high school. Little progress was made partly because the "rules" are so often taught as ends in themselves rather than as linguistic components functioning in definable ways in meaningful sentence and paragraph patterns. Furthermore, the ability to name and describe parts of speech does not automatically enable a student to structure them in the patterns that communicate his thoughts and feelings to others. To this end I thought to introduce the class to expository writing as a process and not just as an object, in hope that they would begin to think of writing as something that a person does after careful planning. Specifically, they were given assignments designed to acquaint them with the methods for selecting and limiting topics, selecting topic sentences, and organizing and presenting supporting details. Unfortunately, the students' unfamiliarity with such theme planning required extensive explanation on my part and activity on their part. But rarely was there enough time, and I too often retreated to the lecture and question-and-answer methods, relying on student conferences in my office and marginal notes on themes for the correction of individual problems. I feel that most of the students in regular attendence improved their theoritical knowledge of paragraph and their construction but that the semester ended before they could be taught to apply these insights in their writing. Time seems to have worked against us in another way. Most of the writing was done out of class when students had time to organize their thoughts. However, the writing sample was both timed and extemporaneous.

Plans are now being made to overcome these limitations, the most important being that English classes will meet three days per week for 65 minutes each day. Next, principles of good writing will be determined inductively through frequent student discussions of their own writing. Specifically, I plan to have students discuss issues and problems arising in the interdisciplinary work and then assign themes suggested by those discussions. This has the advantage of helping to make writing an integral part of problem solving, rather than an end in itself. While homework themes are being written, frequent skill-building exercises will be completed and corrected during class periods; while this is going on, I can meet with students in individual conferences. Moreover, Mrs. Kessel, the other English teacher in the program, and I have chosen an anthology of high-interest readings accompanied by a workbook with exercises designed to reinforce writing and thinking skills. We also intend to bring our classes together when the team-teaching method is considered appropriate. For example, one teacher could lead a large group discussion of student themes projected onto a movie screen while the second teacher could work with small groups of students making errors in grammar or mechanics that can be corrected in a few intensive sessions.

The Compensatory Education Program as a whole provided its English components with some significant conditions that are completely missing in separate remedial classes. Several students this semester were promoted to higher levels within the program as soon as they proved capable of handling more difficult work. It is quite possible for a student to go from 98- or + to 101 in a single term. Furthermore in comparing my students in the program with their counterparts in my regular English 100 class, I find that attendence in the former, meeting at 8:00 a.m., was consistently better than attendence in the latter, which met at noon four days a week. Since there were in both classes similar materials, methods, and goals as well as students with comparable placement scores and background, I suggest that students meeting for various program activites regularly for four hours per day, five days per week contributed significantly to the difference in attendence. Finally, most of the major decisions involving student welfare, such as programs, grades and final disposition, were made after discussion by all of the teachers in the program, thereby ~~bring~~ bringing to bear a varied range of knowledge, experience, and opinion.

W.I.

William C. Ipps

ENGLISH D

The primary objective of English Group D was to prepare the students for English 101, since this group was composed of those students with the greatest potential for college work after one semester's preparation. Originally, 20 students were placed in this group. A combination of test scores was used in placing these students: scores on the English RS Placement Test, scores on the Nelson-Denny Reading Test, and evaluation of initial writing samples. Of these 20 students, one transferred to the evening program and later withdrew officially, and one dropped unofficially. During the course of the semester, three students were promoted from Group C into Group D. Thus the class ended with a total of 21 students.

The emphasis throughout the semester was on writing. Students were encouraged to write 15 themes and to turn in 14 revisions. Of these 15 themes, each student was expected to write at least 10 and turn in 10 revisions. Assignment of themes was organized to give the students practice in using various principles of rhetoric. In order to achieve the highest degree of motivation, the subject matter of the themes was related as closely as possible to interdisciplinary programs, discussions, and activities.

The table below indicates the beginning and ending writing levels (based on evaluation of impromptu themes) of the 21 students who completed the semester in Group D:

Level	Beginning	Ending
101	1	4
100+	8	11
100-	7	5
98+	5	1
98-	0	0

Of these students, 12 were recommended for a full college program, including, of course, English 101. Considering the original objective of Group D and the fact that 57% of the class achieved that objective, it is a moot point whether Group D can be termed successful. Elaborate a little more here. JEn.

C.A.

Suggestions for a Remedial Math Program

It is becoming clear that the course of study that emphasizes skills and topics presented in isolated sequence has not been effective. The reasons for this are uncertain, but motivation of the adult student is an obvious consideration.

An alternative course of study that is perhaps more meaningful to the adult could consist of project problems whichrrequire all the arithmetical skills for successful completion.

For example, the students might be asked to compare the health situation with respect to tuberculosis in Chicago with that in other cities whose populations exceed say 500,000 persons. One project would be the ranking of the cities with respect to their rates per thousand persons. Another would be the establishment of an""average" rate per thousand for all the given cities and then comparing the Chicago rate with the "average".

Two related examples using percentage concepts would be, graphing the number of deaths due to pneumonia relative to the number of cases for the past twenty years, and the infant mortality rates by weight classifications for different hospitals.

Crime statistics can be ttreated similarly as can data dealing with social mobility.

A problem type that is presented in high school algebra can be treated with elementary arithmetic concepts involving the adding of fractions and in some cases subtraction of fractions. This problem also involves the concept of inverting the divisor in division of fractions. An example is:: Suppose a tank of liquid can be drained by a large pump in five hours and by a smaller pump in seven hours how many hours would be required to drain the tank if both pumps operate simultaneously?

The above type of problem lends itself to questions concerning the meaning of denominators and numerators in addition to generalization procedures. Also belonging to the same general class of problems is the orbit and clock problems. Examples are: If the hands of the clock are indicating six o'clock when again will the hands form a straight line? If the Earth and Venus form a straight line with the Sun when again will this happen?

Inverse proportion problems involving formulas like $p = \frac{k}{v}$ cause difficulty. These can be approached by asking the students to assess the meaning of the constant. An example is: if ten men require 3 days to paint a building, how many are required to do the job in 2 days? In this case k is thirty and refers to the number of man-days of work required to do the job. This type of problem is more easily understood if an equality is set up between products rather than ratios. A thorough discussion of the rules for dealing with proportions would be relevant and motivated here.

Certain types of algebra mixture problems and business problems, can be solved using simple arithmetic and the concept of the lever.in relation to the arithmetic mean.

In conclusion it is clear that the instructor would be needed to help the students develop the skills required to solve the problems instead of focusing on isolated skills. Also representatives of the social science, biological science and physical science departments should be consulted for their recommendations as to what is desirable and necessary for arithmetical skill in their respective fields.

The Mathematics Component of Comp. Ed. I

The mathematics component of the program consisted of two class meetings per week of thirty minutes duration during the first half of the semester and of forty-five minutes duration during the second half of the semester. Therefore each student's class time amounted to less than one and one-half hours per week. This is now recognised as inadequate and will be corrected in that next semester the class time per student will be at least three hours per week.

Course content involved the standard topics of arithmetic and simple equations. Emphasis was placed on the student understanding the meaning of arithmetic operations as well as skill in executing computations. That is the "why" as well as the "how" was the guiding idea in all class work.

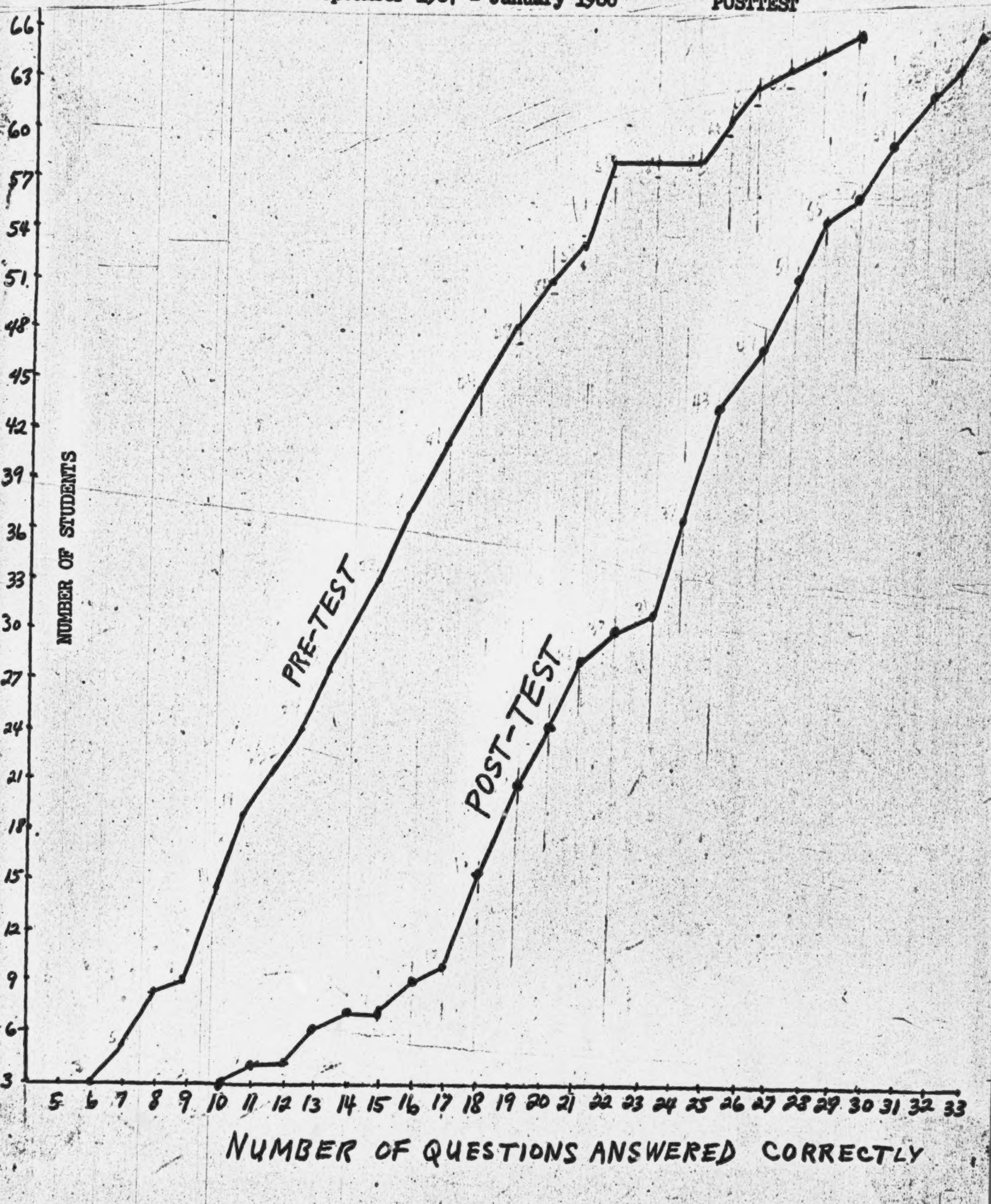
Verbal or "thought" problems appear as the least successful area for the students. More time and effort will be expended on verbal problems the next semester.

In spite of the time deficiency most of the students appeared to make significant progress in computational skill. Of those students for which pre-test and post-test results exist only three made no progress whereas forty-five percent of the group improved to the extent of scoring a gain of at least fifty percent in the number answered correctly on the test and twenty-one percent of the group scored a gain of a least ninty percent in the number answered correctly.* (See graph on next page.)

*The mathematics test used for placement and for Compensatory Program pre- and posttesting was designed by Mr. Glassburg and may be found in Appendix M. B. G.

CUMULATIVE DISTRIBUTIONS OF MATHEMATICS PRE- AND POSTTEST SCORES indicating the number of students who made a specified score or less.

PRE-TEST September 1967 - January 1968 POSTTEST



EVENING EXTENSION- COMP. ED. PROGRAM

G. Dittmar

The evening extension of the Compensatory Education Program was narrower in scope than the day program. Because it was an evening course, it was limited to eight credit hours rather than twelve. It was conducted by only two teachers and focused mainly upon English. although it was broader in scope than an average English course.

As much time was spent on grammar, composition, and the improvement of reading skills as would normally be spent in a regular remedial course. An average of three hours a week was spent on teaching grammar. As in a remedial course, grammar was taught with the intention of helping students to recognize, understand, and therefore correct errors caused by a transference of dialect features into writing. Themes were assigned regularly to enable students to improve their writing by practice. The SRA Reading Laboratory was used regularly, at each class meeting, in an attempt to improve reading comprehension and vocabulary.

An advantage of having two teachers and the extra time was that it was possible to have counseling periods several times during the semester. A counseling period was usually about two hours long. While the rest of the class was working on the Reading Laboratory, one teacher would confer with individual students about their reading progress, the other teacher would confer with individual students about their themes. This aspect of the course was quite valuable, because it provided an opportunity, not afforded by general class discussion, for the individual student to discuss his own particular problems and to perhaps clear up little questions of his own that were not covered in class.

The SRA Laboratory was supplemented by three fictional works. The idea of teaching works of fiction in a remedial course seems quite good. On the remedial level, doing reading of the SRA nature, a student might possibly come to think of reading as an exercise. Therefore, although the Reading Laboratory may be useful in improving a student's ability to read carefully and accurately, it seems good to supplement it with fiction so that the student may discover that literature has a meaningful relation to life, that it may increase his insights and stimulate his thoughts about what is around him— in short, so that he may learn to like to read.

These works of fiction were discussed in class and students were encouraged to relate their opinions of the books and the reasons for those opinions. Through hearing different classmates talk about different aspects of a book, a student was enabled to become more aware of the richness of that book.

Futhermore, films made from two of the books were shown after the books were read (*A Raisin in the Sun* and *Animal Farm*). This seemed to be an effective way of helping students understand what they had read more completely, since the films had a more immediate, direct appeal. All of the students were used to watching films, whereas not too many students had read very much fiction. The film, as a more familiar medium of expression, helped increase understanding of the less familiar medium of literature. Also, students were encouraged to be more analytical when watching films.

Because it should be an important aim of the course to lead the student to enjoy reading, the books for the course should be selected carefully. An effort should be made to select books to which the students can respond easily. Considering that the reading background of most students taking this course is rather unsophisticated, it would seem best to avoid books in which any complicated literary techniques are employed. Narration and development of plot should be rather simple. In reading The Great Gatsby, for example, students did not have as much difficulty understanding character as they did following the plot. Also, at first, to increase interest, it might be best to choose books in which the situation and setting are somewhat more familiar to the students.

At least, this does make sense concerning Gatsby. Jex

In addition to being shown films of books they had read, the students were shown films of a sociological nature on The City. These films were also discussed by the class. The idea of showing such films was probably good, although the students did not respond well to the particular films. Perhaps films shown in such a course should be closer in point of view to the point of view of the students.

Disagree! These city films need introductory and directed discussion. Some worked very well with Mr. Murphy playing devil's ad. in the day. Jex

Students must not be exposed only to points of view that resemble theirs. Jex

The class also attended Student-Faculty Discussion Groups. On the whole students did not participate much in the discussions. Many of them were bored and not interested in attending. Considering this general attitude, it is doubtful whether attending the Discussion Groups added much to the course.

What were topics in these groups? Who dominated? Why? Jex

G.D.

I. EMPLOYMENT SURVEY OF COMPENSATORY EDUCATION STUDENTS 1967-68.

II. FOLLOW UP SURVEY FOR THE COMPENSATORY EDUCATION STUDENTS WHO DID NOT RETURN AFTER THEY PROGRESSED TO THE 100 OR 101 LEVEL.

Prepared by the Counseling and Testing Department
Chicago City College - Crane Campus
Paul Kadota, Counselor

Mr. Morris Murphy
Coordinator Compensatory Education Committee - 1967-68

Mr. Ibbs
Coordinator Compensatory Education Committee - 1968-69

Mr. V. DeLeers
Dean of Student Personnel Services

Mr. John Morrow
Director of Counseling and Testing

Mr. Paul Kadota, Counselor

Mrs. Mildred Jennings, Counselor

Mr. John Robinson, Counselor
Allied Health Programs

EMPLOYMENT QUESTIONNARE

Crane Campus: Chicago City College needs to know some information about your work pattern in order to make some effort at intelligent planning for next semester and this coming fall. Will you spend three minutes of your time to fill out this brief questionnaire?

Name: ______________________________

1. I am working. Yes No
   (circle one)

2. I start work every day at ________ (Time)

3. I get out of work every day at _______ (Time)

4. I work at different hours every day Mon. Tues. Wed. Thurs. Fri.

   _____ _____ _____ _____

5. I get out of work at different hours every day:

   Mon. Tues. Wed. Thurs. Fri.

   _____ _____ _____ _____ _____

6. On the average how many hours are you putting in every week? _____

7. Can you adjust your working hours according to your school schedule?_____

EMPLOYMENT SURVEY OF COMPENSATORY EDUCATION STUDENTS 1967-68

Paul Kadota, Counseling and Testing Department

In January the Counseling and Testing Department conducted an employment survey of the Compensatory Education students. The purpose of the survey was to determine how many students were working. The results of the survey included the following information.

1. 51 students were employed
   13 students were not employed

2. The time that the students started to work varied. The following is a break down of when the students started work.

12:00	11 students
1:00	5 students
2:00	8 students
3:00	10 students
4:00	8 students
nights (full-time)	1 student
did not respond	8 students

3. The following is the break down of the number of hours students worked.

10-14	3 students
15-19	6 students
20-29	18 students
30-39	9 students
40 and above	18 students

The note attached is the employment questionnaire and the cover letter sent to the English teachers who conducted the survey.

6/20/68
jmb

FOLLOW UP SURVEY FOR THE COMPENSATORY EDUCATION STUDENTS WHO DID NOT RETURN AFTER THEY PROGRESSED TO THE 100 OR 101 LEVEL.

Paul Kadota, Counseling and Testing Department

The purpose of the survey was to determine what happened to students who progressed to the 100 or 101 level courses but dropped out of Crane. The survey was conducted by phone. Some of the questions asked:

1. What made you decide not to come back to Crane?
    a. Were you satisfied with the Compensatory Education Program?
    b. If you were dissatisfied, what specifically did you not like?
    c. Did you want to go to a different school to begin with but could not get in?
2. What are you doing now?
    a. Are you going to another school? What courses are you taking?
    b. Are you working now? What kind of work do you do?
3. What are your immediate plans, like, what are you doing this summer? Are you planning to come back to school somewhere?

The survey included five students. Two students were placed in 101, three students were placed in 100.

One of the students placed in 101 was content with the Compensatory Education Program because he had been in service and it gave him a chance to brush up on some things he had forgotten. He had to seek employment but intends to return to college at a future date.

The other student who placed in 101 was generally dissatisfied with the program. The exception was his English class. He felt that that particular class helped him a great deal because he was from a foreign country. He is now attending Wright.

All three of the students who were placed in 100 were dissatisfied with the program.

One student is attending Wilson in the Child Development Program and is doing well. The other student is attending Southern Illinois University. The third has no ambition of continuing her education she is planning to be married.

IV

COMPENSATORY EDUCATION II

Spring Semester, 1968

INTERDISCIPLINARY COMPONENTS

This semester our interdisciplinary lectures and discussions are concerned with "confrontations." The C.E.P. Committee decided upon a problem-solving program for lecture and discussion groups which would present and suggest various problems for groups in our society. Mr. Banks and Mr. Roth will conduct the lecture sessions which will include films, hour-long lectures and panel discussions of some of the problems confronted by Americans today. We will explore these problems further in the discussion groups and each student will select one group as the subject of a short paper. He will isolate what he believes are that group's major problems (2 or 3), describe them carefully, and then suggest what concrete steps should be taken to solve those problems. He must, of course, defend the steps he suggests and demonstrate how they will actually solve the problems presented.

This procedure will be repeated every three or four weeks throughout the course of the semester as the students progress from one group of topics to another. The papers submitted will be read by Mr. Banks and Mr. Roth and an interdisciplinary grade, with appropriate comments, will be assigned to each paper. Then, the papers will be read as English class papers by Mr. Ibbs and Mrs. Kessel and an English essay grade will be assigned to each paper before they are returned to the students. We will also make use of some of the papers as instructional devices in both the lecture-discussion groups and English classes with the aid of the overhead projector.

Our first series of topics involves the problems of young people in an adult society, the problems of parents as parents, and the problems of old age. Each students will select one of the three above groups as the subject of his paper and will submit his analysis and solutions on March 5, 1968.

We will then begin a second series of topics which will also lend itself to the problem-solving approach. The Committee has agreed to encourage the students to participate in the selection of each series of topics. The order in which these topics are presented will be determined primarily by the availability of films and other sources of information which can be presented in the lecture sessions. The students have already indicated a desire to study the following topics, time permitting: Crime and Police Response, including police brutality; the Vietnam War 1968; Civil Rights 1968; various Extremist Groups of Left and Right and their appeal to individuals in our society; and Candidates 1968 and what they offer their constituents, including George Wallace and Nelson Rockefeller, among the other more obvious persons.

The Sun-Times "Viewpoints" discussion groups will be conducted by Mr. Banks and Mr. Roth for one hour each week. These sessions will be directed toward a penetrating analysis of articles which appear in that publication. They will also be used as further sources of information for the student in the preparation of the several papers he will have to write in connection with the lecture-discussion groups. For example, the first "Viewpoints" examined this semester reprinted the complete text of Senator Robert Kennedy's recent speech in Chicago and should be valuable in relation to our discussions on the Vietnam War. Our second "Viewpoints" discussion concerned an article on the "New Nixon," which, together with some information on the "Old Nixon" will be used again when we discuss Candidates 1968. We anticipate that each week's edition will provide such relevant materials which can be used for both close analysis and as references for future writing assignments in either the lecture-discussion groups or the English classes, or both.

J. E. R.

COMPENSATORY EDUCATION PROGRAM

SPRING, 1968

INTERDISCIPLINARY OBSERVATIONS

by

James E. Roth

During the spring semester, 1968 the interdisciplinary part of the program was held on Tuesday and Thursday mornings from 8:30 to 10:45. This time was usually divided about equally between a lecture session which all the students attended and discussion groups conducted by Mr. Banks and me. Occasionally, the lecture session continued on a question and answer basis throughout the whole period. For example, there were days when Mr. Banks' lectures in genetics were of such interest that his particular competence was necessary for all the students during the discussion period. The same thing occurred in connection with my discussion of mental illness in the United States and the symptoms of the various kinds of neuroses and psychoses. Most often, however, the students took a short break and attended the two separate discussion groups.

Attendance for lecture and discussion sections was generally poor. Students were chronically late for both lecture and discussion, and many came only as they felt in the mood to do so. A good attendance at a lecture session which raised interesting and important questions was still insufficient to make attendance at the discussion group satisfactory. This was true whether the discussion was held in separate rooms or all the students were asked to return to Room 216 for a joint discussion session.

I attribute this lack of attendance to several factors: the program was not well organized; the material was frequently interesting to the faculty but not the students; students were not made to feel that the lecture and discussion sessions were of any importance to their overall preparation for college work; and, the discussion sections were divided into two rather than the three groups as originally planned. Mr. Murphy suggested that he be released from the discussion group originally established for him in order to conduct individual reading sessions with the students in the program. I stated at that time that I hoped the reading sessions would be extremely valuable to warrant discussion groups of twenty-five to thirty students instead of fifteen to twenty students each. It now appears that those students who participated most fully in the reading part of the program did, in fact, make greater progress; but it is my impression that this endeavor was not very well supported by the students either.

Force of circumstances and deliberate intention led us into the spring semester without a syllabus for the interdisciplinary aspect of the program. Force of circumstances can be attributed to lack of faculty time to teach during the first semester and plan for the following semester at the same time. Also, our intention was to have the students participate in the selection of interdisciplinary topics for the lecture and discussion groups. We felt that student reaction during the first semester put some obligation on us to consult their interests for lecture and discussion. We, therefore, planned only the first few weeks of the program in advance and asked the students to select topics for further consideration during the remainder of the semester.

The outline for the semester developed something like this:

I Problems of Various Stages of Life

  A. Youth
  B. Parents
  C. Old Age

II Biology

  A. Evolution
  B. Genetics
  C. Endocrinology
  D. Reproduction
  E. Heredity vs. Environment

III Mental Illness

  A. Normal Behavior
  B. Neurotic Behavior
  C. Psychotic Behavior
  D. Social Implications of Mental Illness

IV Vietnam War

  A. History
  B. Present Status
  C. Alternatives

V Civil Rights, the Cities and the Poor

  A. The American Promise
  B. Historical Perspectives
  C. Changing Moods
  D. Future Trends

The two main topics of our student-faculty prepared outline that seemed to have the greatest success were Biology and Civil Rights. Interest was extremely high and, although there was a great deal of confusion over facts and figures, I believe the students actually learned more from these sections than from all the rest together. I was somewhat disappointed by this because I believed that there was interesting and detailed information in each of the other areas that had gone unnoticed by the students. In retrospect, however, it was part of our philosophy to begin with that the students would learn more and benefit more from those subjects in which they were interested. In addition, we were not concerned with the nature of those topics or their objective importance. We were concerned with their contribution to the development of student skills in English and mathematics. Biology and civil rights apparently made the most significant contributions to skills-improvement. Our satisfaction or dissatisfaction with the program should primarily result from the evidence of skills-improvement manifested by the end of the term. In this, I believe we are somewhat disappointed. If we are disappointed with student progress this past term, some of the responsibility lies with the lack of success in the interdisciplinary component of the program. Another factor which whould not be overlooked is the relatively lower test scores of the students enrolled this past semester contrasted with those who were in the program during the fall semester.

In the hope that there would be a direct connection between my interdisciplinary discussion groups and their skill-improvement in English composition, I assigned essays on student-selected topics related to the lecture-discussion sessions throughout the course of the semester. There were four of these essays assigned. Students were to write their essays and submit them to me for an interdisciplinary grade. I would then give them to the proper English instructor who would read them and correct them as an English composition, give a grade, and return them to the students. For those students who actually attempted to improve their skills in this manner, I found significant improvement in content, thought, organization, and composition during the course of the semester. I should emphasize that only about half of my students wrote two, three, or four of these papers. This was also a disappointment since I was sure that all of the students saw a direct relationship between English improvement and future success at Crane. I felt that my attempts to tie in the interdisciplinary aspects of the program directly with English improvement would receive greater response and would be of significant benefit to the students.

Another aspect of our interdisciplinary endeavor was the "Sun-Times" Viewpoint discussion groups which met on Wednesday at noon. On Tuesday mornings the students received the weekend edition of the Sun-Times Viewpoint for schools and were to read them and be prepared for a Wednesday discussion. In my discussion group attendance was worse than in the discussion group following the lectures. Often we would begin class with three or four students and complete class with ten or twelve--far below the twenty-five students who should have been attending. Students were clearly turned off by this session as they specifically indicated by the mid-term "bitch-in". They wanted to know why they were being forced to read such a supplement when they already read the paper. Without being overly sarcastic, my impression is that the only parts of the paper most read from day to day was sports, Ann Landers, and the daily horoscope. I was interested in the contribution this session could have made to reading skills as well as the goal of better citizenship through better information. Since attendance and participation was generally poor, reading skills got little or no support from this class. And, it is also evident that the goal of a better informed citizenry was not even approached, since most of the students could not identify the major candidates this year by party affiliation and actually believed that if Nixon got the nomination he might take Bobby Kennedy as his Vice President. This is a crucial year in our confused country and the assassinations of Dr. Martin Luther King and Robert Kennedy, coupled with the temporary withdrawal of President Johnson make it make it even, more important. It can only be viewed as unfortunate that such a weekly session was a dismal failure.

My grades were based on the four essays which the students wrote for interdisciplinary and English grading, participation in the discussion group and the final objective examination which covered topics from both lecture-discussion and the "Sun-Times". Since the students were participating against each other, the grades for the final exam were distributed according to a rather normal curve and the final grades given were generally close to the grade received on the final exam. There were several instances when this was not the case. And, I believe that in each of these cases the final grade was significantly lower because the students had not submitted their essays for a grade and participated very little, if at all, in the discussion group.

FINAL REMARKS AND SUGGESTIONS:

I am convinced that this past semester's Compensatory Education Program was a failure and that all of the students would have been better served by remedial courses and any other courses for which they might have qualified. If a student is not overloaded with credit hours, remedial courses can be quite interdisciplinary in approach and exciting for the students. This would mean that a great deal of effort would be required in finding the content best suited to the needs and interests of this level of student.

I would make the following suggestions for any future interdisciplinary compensatory program:

1. Students must have sufficient time in their programs to take other courses of interest to them such as typing, music, etc.

2. The program, especially in its interdisciplinary aspects, must be rigidly structured and adhered to during the semester. This includes occasional tests on subject-matter, using objective and essay types.

3. A middle and/or upper range of remedial student is best served by the type of program we offered this past year. I believe the success of those who left the program in January and were ready for 101 classes can be attributed to their own potential and the wider exposure to the academic environment which we were able to provide that would not have been provided had they taken existing remedial courses here at Crane. This may well be true for some of those who were enrolled in 100 during the second semester also.

4. It has been evident to all involved that more faculty time is required in any program such as this. I include it here only to re-affirm my position on the absolute necessity of a major commitment of faculty time and talent, which would, of course, be voluntary.

5. A homogenous group of students of the lowest remedial level such as we had this past semester might better be served by remedial courses modified in the manner I indicated previously.

6. A homogenous group of students of the lowest remedial level might also better be served on a tutorial basis. As I think this through, it seems that the modified remedial course mentioned above might well serve that purpose. I honestly believe that our six faculty members of this past semester could have done a better job with these students if they had each taken nine students (54 total) for 6 to 9 hours each week in semi-Oxford style. I strongly recommend that such an attempt be made at some future date, perhaps as an experiment with regular remedial classes and an interdisciplinary program as control groups.

English Groups I and III

Barbara Kessel

First I shall lay out the content of these two English classes, lumping them together where there was overlap. We read seven stories from the Macmillan books, Who Am I? and Coping, writing about each story and comparing characters and situations. This kind of writing, which involved holding two or more things in mind and looking for similarities and differences, was difficult for them, but after several different efforts, most of them became fairly proficient. Other writing assignments centered on the workbook, movies in the program, the field trip, and the problem papers that they did for their discussion leaders. The first of these aroused the most interest (social-sexual problems), in my opinion, due to the fact that it was early in the program when the different parts were still in some relation to each other. Later on, the students in one group ceased to do problem papers, and in the other group, they did a variety of topics. This was all right, but it was no longer possible to do any co-ordinating work. As the inter-disciplinary part became weaker, I began bringing in articles or stories that related to the given lecture topics: "A Hippie Finds His Way Back," "I Discover I Am a Negro," by James Weldon Johnson, "Fatherless," an essay on the Negro family by a 101 student, "Huelga" on the grape-pickers' strike, "The Black and the Blue," on riots; a psychology paper with concrete illustrations of the differences between normal, neurotic, and psychotic behaviors, and three short stories about psychotics ---"Guy in Ward 4," "Origin of Tularecito" by ~~Welty~~ Steinbeck, and "Why I Live at the P.O." by Welty. Some of this material was not used with group one because of reading difficulty.

Both groups wrote at least once a week and we used the opaque projector frequently to examine the results. In group one we had a samll enough group to write paragraphs on the blackboard for instant examination. In addition to writing, reading, and discussion, both groups had separate units of study on the dictionary, some work on the meaning and uses of dialect, sessions with the "Kessel card game" and the "D'Eloia board game," listening and speaking drills, dictation for spelling inflection, and sheets on selected errors. Group one concentrated more on this sort of thing than group three, though the latter were interested in solving a single language mechanics problem at the beginning of each class.

Grading was not necessary since the students' disposition for the next semester was determined by tests at the end. Consequently, I noted the number of errors per page and each student competed with himself to reduce his error count. In addition, I gave a verbal evaluation of the content and organization. This seemed to work pretty well in keeping up the motivation, but towards the end, I realized that most of the students had acquired a too-sanguine view of their future prospects, particularly since the best students in each class, who would have provided a contrasting standard, were always being siphoned off into the next higher class.

Oddly enough, morale was higher in group one than in group three after the middle of the term. No one new ever came into group one, and after mid-term, no one would leave it. There was a gradually building and surprising esprit de corps. Of the final ten students, four wrote 100- themes; two wrote 98 plus themes, and four wrote 98- themes. (Ten students in the program wrote 98- themes.) Five of this group look like they will continue with success. In group 3, many people came and x went. I felt happy for those who could move up, and they were pleased with themselves; however, by the end, I felt somewhat deprived of teaching gratification because all those who began to improve moved on. Those who remained throughout in group three seemed to grow sullen towards the end. The last few weeks a new bunch arrived from group two, bringing enthusiasm and a sense of accomplishment with them. I welcomed them as a shot in the arm, but the original group three viewed them a little sourly. There are obvious advantages to the system of passing students along in the semester, and I was very much for it, but finally I decided that a group solidarity built on student relationships and mutual help is important to way I teach remedial students, and this feeling is subverted by the policy of passing people in and out of the group. However, it seems that a little shúffling around in the first weeks doesn't hurt anything and places people more satisfactorily.

In conclusion, I would like to comment on the program as a whole. The large group meetings frequently came as close to total failure or complete non-communication as I've ever witnessed. Lectures are not the way to teach remedial students. They must be directly involved in their own learning. All personnel in the program (but one perhaps) agreed on this principle, but were unable to act on it. Lack of time is not sufficient answer to this criticism, as lecturing can take more time in teacher-preparation than problem-solving or student presentations. The problem, as I see it, is one of lack of training in the use of other methods and fear to let go of the most familiar means of classroom "control": monologue. The training should include dealing with this natural reluctance.

Spring 1968— Compensatory Education Mathematics

The mathematics classes meet three times per week for one hour and fifteen minutes per meeting.

Students are expected to deal with arithematic and elementary algebra. The "logic" of arithematic is emphasized in that the student is shown how to do problems and then confronted with questions as to why certain procedures are prescribed.

For example, if the student is adding three sevenths and two-sevenths and he or she states the answer is five-sevenths, a question is asked as to why the answer is not five-fourteenths. Or if "one" is divided by three-fourths why does the rule dictate the answer to be four-thirds?

Verbal problems are emphasized with the use of elementary algebraic technique as a more powerful tool to help students solve the problems. Parallel with the use of algebraic techniques we will use "common sense" arithmetical procedures.

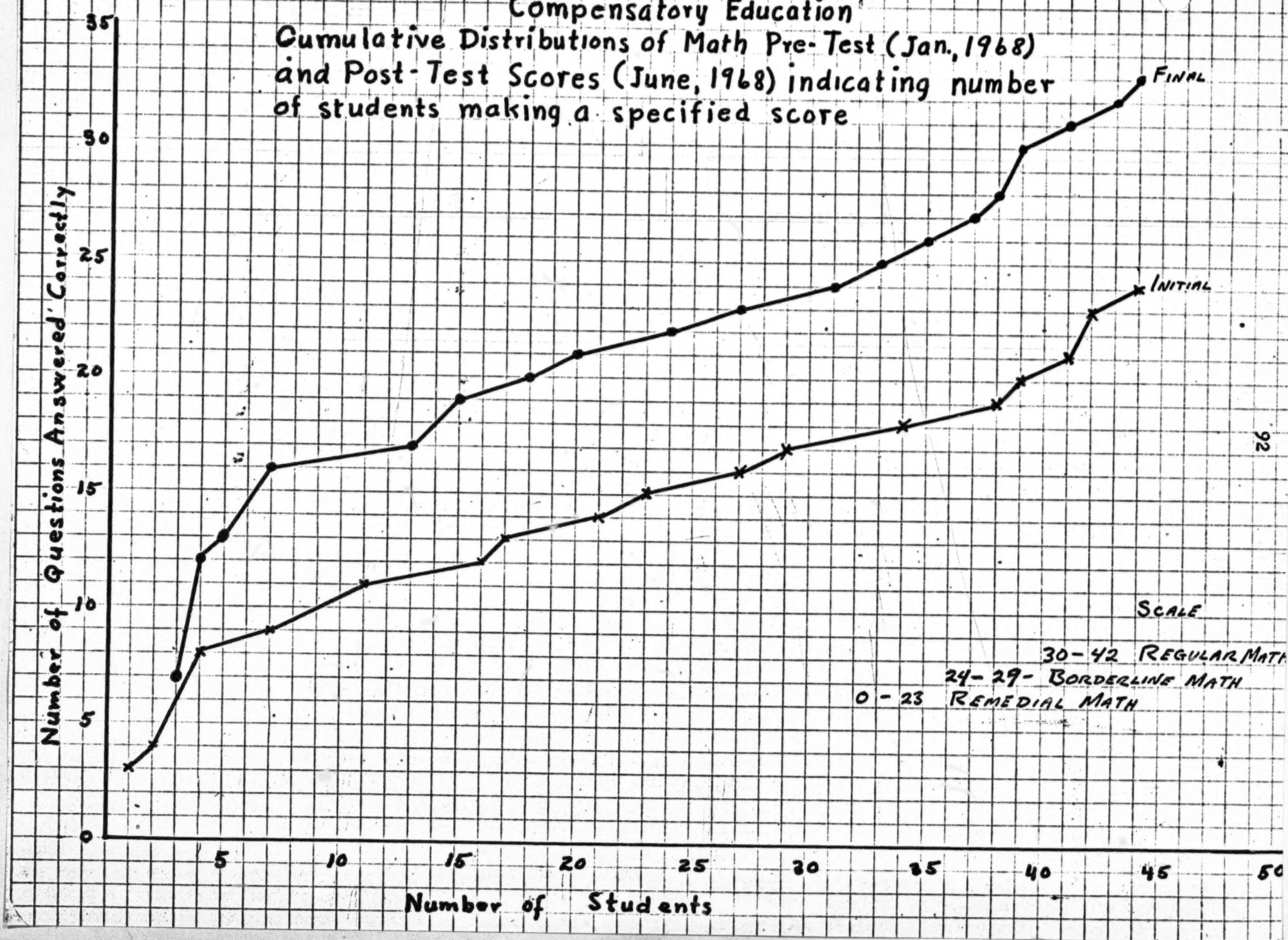
We tentatively plan to have the English teachers cooperate with the mathematics instructor in the analysis of verbal problems.

Two workbooks are used in the course so that the students will obtain intense "drill" as well as "explanation" experiences.

BG

Compensatory Education

Cumulative Distributions of Math Pre-Test (Jan., 1968) and Post-Test Scores (June, 1968) indicating number of students making a specified score



CRANE CAMPUS
CHICAGO CITY COLLEGE

COUNSELING AND GUIDANCE DEPARTMENT

STUDENT STUDY GUIDE FOR COUNSELING

I. INTRODUCTION

II. GENERAL PLAN AND APPROACH

III. CLASS MEETINGS

IV. COUNSELING STAFF

I. INTRODUCTION

This class is about you and what is happening to you now, and hopefully what is going to be happening to you later on, because you are going to make some of it happen. This class provides the chance for you, as a student to explore those areas and questions which are of immediate concern to you. Questions like:

What is this Crane Campus - Chicago City College, and what does it have to offer me?

What is this course I am taking and what does it have to do with what I want?

Why am I in college andam I really going to make it? What is college like elsewhere?

Where can I go to earn some money?

What do I have to do to stay in school?

Other concerns and questions you may have at a later time, like next year or the year after or several years from now are questions like:

What is the job market going to be like in the next three years and where do I fit in?

What kinds of skills should I pick up in order to be ready for the job opportunities that are going to open up in the near future?

If I find out that I am not college material or if I find out that I don't want to put in all that effort, energy, and determination to finish college, what can I do? What is there for me if I want to go to college for only two years--or only one year?

Are there any apprenticeship programs that I can get into now so that I can make it as a journeyman later?

How can I best prepare myself to take and pass the civil service examination?

What does getting the Associate of Arts Degree mean? Where can I go after I finish up at the junior college?

When should I begin to plan to transfer to a four year college or university?

These are some of the questions which will be explored in the course of the class. Some of you will arrive at answers for some of the questions. Others of you will have to continue to work out an answer for yourself. Hopefully, this class will assist you in some way for you to work out the answers to whatever questions you may have.

II. GENERAL PLAN AND APPROACH

One of the ways in which the questions can be answered is to ask these questions to people who are supposed to know the answers. Contacts have been made with Miss Nora Kelley who is with the Illinois State Employment Service. She is going to get people who know about various training programs, and apprenticeship programs. Dr. Starkman who teaches at Chicago State College may come to talk with you about what Chicago State College is all about. Dr.J. Menacker who is with the University of Illinois at Chicago Circle Campus will be invited to respond to any questions you may have about the Circle Campus. Other people may be invited to come in to talk and to respond to any of your questions.

This course is divided into four phases. Phase one will be an orientation to college. For some of you, it will be a re-orientation. Phase two will be about vocational and occupational information and exploration. Phase three will be about training programs and apprenticeships. Phase four will cover academic planning and the junior college and the four year colleges and universities.

Phase 1. Orientation to College

What is Crane Campus - Chicago City College and what does it have to offer me?

What's to study skills?

What do the tests mean? What's the ACT and what does it mean to me?

How do you take objective examinations? Essay examinations?

What's at Crane that is going to help me get through school?

What does office hours mean? What's in the Crane library?

Phase 2. Vocational and Occupational Information and Exploration

What kinds of tests can I take that may help me find my vocational interests or what kind of job I can be good at?

What kinds of jobs are open to me now? How much is the pay? What kinds of skills must I have?

How does the union affect me when I go looking for a job?

Where do I go if I am interested in getting some help to find me a job?

Phase 3. Training Programs, and Apprenticeships and Job Training

What about the Chicago Board of Education "Teacher Aide" program?

What about the apprenticeship program with the Jewel Tea Food Company?

How do I go about getting ready for a civil service job?

Phase 4. Junior College and the Four Year College and University

What does the junior college offer?

After I finish the junior college AA Degree program, what happens?

What can I do to prepare myself to transfer to a tough competitive university like Roosevelt or Loyola or Circle Campus?

How can I finance my education at a private university like Roosevelt or Loyola?

III. CLASS MEETINGS

This class will meet for approximately 15 weeks. The course will meet every Monday and Friday at 12:00 and end at 12:50 P. M. In addition to these two meetings every week, you are obligated to make and keep two appointments with the counselor-teacher sometime during this semester. You should make your first appointment within the month of February.

You are welcome to come in to just find out what your counselor is like for the first appointment. The counselor will have test scores to talk to you about.

IV. COUNSELING STAFF

At present there are four full time counselors at the Crame Campus. Mr. John Morrow is the Director of the department. Mr. John Robinson is a counselor at Crane but you hardly see him becuase he is working out of the field office in the Allied Health Program. (He will come to talk to you and respond to questions you may have about the Allied Health Program).

Mrs. Jennings and Mr. Kadota are the other two counselors. All of the counselors are available to all students for whatever the student wants to see the counselor.

Counselors do things like help work out the academic program with the student; look for jobs and job training experiences; interpret test scores like the ACT; look for money so that a student can continue his education;

help work out personal problems; make referrals for students to specialists, like doctors, psychiatrists, and vocational counselors; and do pretty much whatever is good for the student. The most efficient way to see a counselor is to make an appointment. All you have to do is see Mrs. Cralle in room 137 and she will set up the appointment with you.

Generally, this is the schedule for Mr. Morrow, Mrs. Jennings and Mr. Kadota:

	Monday	Tuesday	Wednesday	Thursday	Friday
Mr. Morrow	3-9 PM	3-9 PM	9AM-3PM	9AM-3PM	9AM-12Noon
Mrs. Jennings	9AM-12	9AM-3PM	3PM-9PM	9AM-3PM	9AM-12 Noon
Mr. Kadota	9AM-12	10:30-4:30	10:30-4:30	3PM-9PM	9AM-12 Noon

REMEDIAL READING FOR COMPENSATORY EDUCATION I AND II

The extremely limited budget upon which we were constrained to operate the program allowed only three contact hours for teaching reading to the 98 students of Compensatory Education I and none for Compensatory Education II. During the second semester, the group discussion leaders agreed to enlarge their groups in order to free the remedial reading teacher so that he could meet each student for a ten-minute reading appointment and thus retain a remedial reading component even though the program was not budgeted for it. Deprived of the budget, materials, and facilities necessary to run a satisfactory remedial reading program; the reading teacher, as might have been predicted, ran an unsatisfactory one.

The first failure was the attempt to run two reading laboratory periods per week alternating with the time slots of the English classes so that students would be in the reading laboratory on Tuesday and Thursday when they were not in their English classes. Since there were 98 students registered in the program, and roughly half of them were scheduled for each reading laboratory period, attendance at the beginning of the semester was close to 49. It was impossible for one teacher and one student aide to handle the mechanics of distributing, collecting, evaluating, and assigning new SRA Reading Laboratory units for that many students. Students objected to the physical setting which was reminiscent of a high school study hall. Some objected to the SRA Reading Laboratory boxes because they had used the same or similar boxes in high school or even elementary school. If the teacher counselled students about their reading problems in the room, other students were distracted from their reading. The teacher attempted to do the counselling in the hallway just outside the classroom door, but there was too much noise from stray high school students for this to work very well; and while the Big Cat was in the hall, the mice in the classroom were inclined to play. There was much complaining about the reading laboratory periods during a student feedback session to which faculty and students were invited November 1.* The teacher responded to the unfavorable student comment by announcing the following day that he was making attendance in the laboratory entirely voluntary (the reading grade being determined by test scores at the end of the semester) and by broadening the scope of reading activities in the hope that some students would be held by their interest in reading something made available. A collection of paperback books was offered for browsing and borrowing. Once a week, the teacher selected books from the Crane library shelves which were either related to something the students were studying in the interdisciplinary component of the program or were judged to have appeal on other grounds (the Life nature series, for instance, because of the students' respect for science and because of the straightforward text and excellent illustrations of the series). The books were placed on a book truck and wheeled into the reading laboratory room where the teacher gave a brief introduction to each book. Students who were interested in a book could take it to read for the remainder of the period; and if they were still interested in the book at the end of the period, they could go with the teacher to the library charge desk and have it signed out to them. In spite of these efforts, attendance in the reading laboratory rapidly dwindled until there were not more than half a dozen students in attendance at the end of the semester. Neither the teacher nor the students were happy with this state of affairs. At a subsequent feedback session, the students complained bitterly that they could not get credit for reading and thus be promoted to college-level work by attending the reading laboratory periods. One attractive, well-dressed girl went so far as to pose the rhetorical question, "How can we be promoted if we aren't given credit for attendance?" What we are bumping up against here, I suspect, is a conditioning that twelve years of "social promotion" in the Chicago Public schools has brought about. The resultant frame of mind is one of the chief causes of retardation and one of the chief barriers to remediation. I can propose no simple remedy for it, but I think that the strategy of Compensatory Education III to use the city and its museums as a laboratory to open the eyes of the student to the wonders of the world about him may well be a step in the right direction.

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*Appendix S shows how this feedback session was structured.

The reading periods having proved unsuccessful, the reading teacher shifted to individual ten-minute reading appointments during the second semester. This was not enough time, of course, and the reading program was hurt by the fact that the teacher would invariably begin to run behind time by the middle of the period; but this arrangement proved to be more popular with students than anything tried the previous semester. The teacher could have made this method work better if he had adhered to a strict routine of checking the student's work and assigning him work for the following week. Counseling problems could have been spotted during the reading appointment and the student asked to return later in the day rather than going into them during the reading appointment.

The reading appointments were more satisfying for the reading teacher too. He was able to detect a student's lack of enthusiasm for a particular type of exercise and introduce him to different materials. He started with weekly assignments of five SRA Reading Laboratory cards, four of which would be checked by the student at home and one of which was reserved for the teacher to check during the appointment. Some students were given Guiler and Coleman, Reading for Meaning books. Although classes usually respond negatively to these books, some individual students responded enthusiastically and worked out more than the five units that were the standard weekly assignment. Some students were permitted to choose SRA Pilot Library books and seemed to enjoy the brief oral examination which the teacher gave usually by thumbing through the book and asking how the illustrations fit into the story. The teacher discovered that one girl became very interested in Aldous Huxley's Brave New World because of a passage that was duplicated and distributed in connection with the appearance of an evening student as a guest lecturer to give a slide talk on Navajo life on the reservation where he had spent several summers.* Further reading in a copy of the book withdrawn from the college library became the girl's reading assignments for the next several weeks.

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*See Appendix Y.

The teacher made repeated efforts to get a public agency to come to the school to test the students' sight, but he was unsuccessful. The coordinator of Compensatory Education III has contacted an agency in the medical complex just across the expressway from the school that will test the students' sight and provide whatever remediation is necessary. This will be a great improvement because no remedial reading program is worth its salt that does not have a sight testing arrangement to discover and appropriately remediate those reading retardation problems that have a physical basis. If the student cannot see the print, no amount of drill or discussion will help him to read better.

Discussion has its value, but it has been my experience that severely retarded readers do not show progress on standardized reading tests without regular (ideally daily) work on graded reading exercises for increasing comprehension and vocabulary development such as are represented by the various SRA boxes or the Guiler and Coleman series. Some instructors as well as students find such exercises less interesting than a short story, for instance, which can be read by a class and discussed; but the nature of the problem seems to demand drill as well as discussion. The initial mean score of 43 Compensatory Education II students who took SRA Diagnostic Reading Test, Form A*was 43. The final mean score of 41 Compensatory Education II students on the same test was 48. Their mean improvement score was 5. But the mean improvement score of 18 of these students who met their reading appointments relatively regularly and did an acceptable number of units in the SRA Laboratory boxes, SRA Pilot Library box, Guiler and Coleman books, and Reader's Digest Reading Skill Builders was 9. Those who did an acceptable number of units almost doubled the improvement points of those who did not.

M. M.

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*This test is described in the chapter entitled "An Evaluation of Compensatory Education I and II, Crane College, 1967-1968."

V An Evaluation of Compensatory Education I and II, Crane College, 1967-1968

by

M. M. Murphy

Associate Professor of English, Crane Campus
Fellow of the Innovations Center, Summer, 1968

The Compensatory Education Committee was appointed by Dean Slutsky in April of 1967 to plan a fifteen-hour compensatory education program for 100 incoming freshman students who would be registered in September. Mr. Slutsky appointed me coordinator and volunteers from six departments (biology, counseling, English, humanities, mathematics, and social science) to serve on the committee. We were given released time during the summer of 1967 to plan the program with the understanding that all who participated in the planning would be involved in the implementation of the program in the fall. During April and May the committee heard proposals for the participation of the business, physical education, and speech departments in the new program; but, because of budgetary and other considerations, none of these proposals were incorporated into Compensatory Education I (Fall 1967) or Compensatory Education II (Spring 1968). The business department proposal, a Personal and Family Finance component, has been incorporated in plans for Compensatory Education III (Fall 1968).[1]

In planning Compensatory Education I, the committee drew upon what had been learned from a long remedial tradition at Crane as well as upon new ideas introduced via I.I.S.P., an experimental program coordinated by Mr. Jerome Brooks at Crane during the academic year 1965-1966. We borrowed from I.I.S.P. the interdisciplinary concept (the participation of faculty from various disciplines to explore a subject from a variety of points of view and to meet regularly in order to discuss the philosophy, methodology, and evaluation of the program. In addition to interdisciplinary aspects (lectures, movies, slide talks, student and faculty panels and forums, small group discussions, and field trips), there were remedial English classes divided into four levels of ability with promotion to the next higher level as soon as the teacher was convinced that the student was ready for it. There were also two remedial mathematics classes and remedial reading periods.

Compensatory Education I registered 98 day students who otherwise would have been registered in either English 98 or English 100 (41 in English 98 and 56 in English 100 according to English Placement Test Form RS which was used for English placement at Crane in the fall of 1967 and spring of 1968). There was an age range of 23 years, the oldest student being 40 and the youngest 17. The average age was 19.1. There were 49 males and 51 females; 39 were born in Chicago, 48 outside Illinois, 7 outside the U.S., and there was no birth place data available for 6. (The sex and place of birth data includes 3 students who did not appear for classes and were not taken into account in most tabulations for the program.) All of the students were high school graduates; 71 graduated from Chicago Public High Schools, 6 from Private and Parochial High Schools, 1 from other Illinois High Schools, 18 from high schools outside the state, and 1 from a high school outside of the U.S. (Nigeria).

High School Background of Students Registered in Compensatory Education I

The high school background of 63 Chicago Public High School graduates registered in Compensatory Education I was traced through their high school transcripts. (Data was not available for the other 8 Chicago Public High School graduates.) This study revealed that one student who was initially placed into the honors level of English settled down to the regular level and one who started at the regular level worked his way up to the honors

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1. These proposals are included in Appendix L. The Speech Department proposal can be found in Appendix I.

level by the time he graduated. Eighteen out of the 19 students who were initially placed at the regular level remained there for four years. The other student is the one mentioned above who moved to the honors level. Seven of the 18 students who were initially placed at the essential English level moved to the regular track while the remaining 11 students continued on the essential track. Of the 25 basic level students, 23 moved to the essential level of English, and two went from the basic level to the regular level.

High school grade point averages were worked out for 39 Compensatory Education I students: 34% graduated from high school with a C or better average; 66% graduated with less than a C average.

The ACT results for 76 Compensatory Education I students are as follows: 89% scored in the lowest quartile; 10% scored in the second quartile; 1% scored in the third quartile, and none scored in the fourth quartile.[2]

COMPENSATORY EDUCATION I PRE- AND POSTTESTING PROGRAM, FALL SEMESTER 1967

Four pre- and posttests were used to evaluate student progress: Form RS, English Placement; Nelson-Denny Reading Test (Form A initial, Form B final); a 30 minute in-class writing sample; and a mathematics placement test. All but the mathematics test were administered to other groups for purposes of comparison. (The mathematics test was not administered to other groups only because we were unable to engage the cooperation of the mathematics department.)

English Placement Test, Form RS[3]

Form RS is a 30 minute test consisting of 70 multiple choice items. The first 30 items test the student's ability to recognize wrong words in sentences. Items 31 to 60 test the student's ability to recognize errors in the use of nouns and verbs in sentences. The first sixty items concentrate primarily upon problems posed by strong lower-class southern dialect features in the speech and writing of the student. The final ten items are borrowed from the vocabulary section of English Placement Test, Form R which was issued by the Office of Institutional Research and Evaluation of the Chicago City College. The cut-off points for placement when Form RS is used at Crane are as follows:

Score	English Course
56 - 70	101
36 - 55	100
0 - 35	98

One hundred and seventy-seven incoming Freshman students who took Form RS September 6, 1967 made a mean score of 41.1 with a range from 7 to 67.[4] The mean score of 97 Comp. Ed. I students who took this test was 36. The following tabulation records the pre- and posttest performance of Comp. Ed. I students on Form RS and the performance of other Crane students:

	Mean Score	Range of Scores
Comp. Ed. I		
Initial mean score of 97 Comp. Ed. I students divided into four English classes with four different teachers	36	7 to 54
Final mean score of 75 students in the same classes	42	15 to 59
Mean improvement score	6 points	
English 98[5] (The English composition courses are described in Appendix N.)		Range
Final mean score of 36 English 98 students registered in 3 day classes (Only 6 initial scores for English 98 students were available. The mean score of these was 16.8.)	39	17 to 52
English 100		Range
Initial mean score of 58 English 100 students registered in 2 day classes with different teachers	42	17 to 59
Final mean score of 39 students in the same two classes	49	11 to 62

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[2] All of the data concerning the students' background is derived from "Profile of the Freshman Students in the Compensatory Education Program," p. 31.

[3] Form RS and data related to it can be found in Appendix E.

[4] The complete tabulation is in Appendix E.

[5] The complete tabulation for English Department pre- and posttesting for the academic year 1967-1968 is in Appendix Q.

Mean improvement score (English 100)--7 points

English 101

	Mean Score	Range
Final mean score of 34 students registered in two day classes with different teachers	48	30 to 64

Summary of Mean Improvement Scores on Form RS

Course	Number of Points Gained
English 100	7
Compensatory Education I	6

Nelson-Denny Reading Test, Forms A and B

This half-hour reading test is designed for use in grades nine through sixteen. There are 100 vocabulary items and 36 items to measure reading comprehension. The comprehension score is given double weight in arriving at a total score from which a grade level of reading ability can be derived. Form A was used for the pretest and Form B for the posttest.

One hundred and seventy-seven incoming freshman students who took Nelson-Denny, Form A September 6, 1967 made a mean score of 50 which indicates a mean grade level of 10.2.

The following tabulation records the pre- and posttest performance of Comp. Ed. I students on Nelson-Denny, Forms A and B and the performance of other Crane students.

	Mean Score	Grade Level
Comp. Ed. I		
Initial mean score of 97 students in four English classes with four different teachers	45	9.6
Final mean score of 69 students registered in the same classes	44	9.4
English 98		
Initial mean score of 32 students registered in 2 day classes	34	8.3
Final mean score of 23 students registered in the same classes	22	Below 7.0
English 100		
Initial mean score of 99 students in four classes with four teachers	45	9.6
Final mean score of 64 students in the same classes.	39	8.7
English 101		
Initial mean score of 62 students in 3 classes with 3 teachers	53	10.5
Final mean score of 46 students registered in the same classes	54	10.6

Although Forms A and B of the Nelson-Denny Test are supposed to be comparable, there is evidence that Crane students generally found Form B to be a more difficult test than Form A. When two forms of the Gates Reading Survey were administered to Crane students during the academic year 1966-1967, a pattern of improvement was evident in both English 98 and English 100 classes.[6] The Gates Reading Survey is designed primarily for use in grades 4 through 10.

Gates Reading Survey--Crane English 98 and 100 Classes, Academic Year 1966-67

Fall Semester, 1966 (Form M 1 used for initial and final testing)	
English 98 - 3 Day Classes	
Initial mean grade level	8.3
Final mean grade level	10.3
English 100 - 41 Day Students	
Initial mean grade level	9.7
Final mean grade level	10.4
Spring Semester, 1967 (Initial test, Gates M 2; final test, Gates M 1)	
English 98 - 4 Day Classes	
Initial Mean Grade level	8.0
Final mean grade level	9.0
English 100 - 5 Day Classes	
Initial mean grade level	9.7
Final mean grade level	10.2

Since the materials and methods for teaching reading in English 98 and English 100 classes at Crane were not radically changed between the year 1966-67 and the year 1967-68, it would seem that there was probably some progress in reading which Form B of the Nelson-Denny test did not register because it proved more difficult for Crane students than Form A.

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6. The complete tabulation can be found in Appendix H.

An Evaluation of Compensatory Education I and II, Crane College, 1967-1968

Thirty-minute In-class Writing Sample

Sets of teachers evaluated the beginning and ending writing samples independently using criteria for four levels of remedial writing ability and beginning English 101 ability. Each set of teachers compared their evaluation sheets when they had finished reading a group of themes and discussed each theme upon which their evaluations disagreed until a common evaluation could be agreed upon. A comparison of the evaluations of the initial and final writing samples of 72 Compensatory Education I students who wrote both themes reveals that 53% of them received a higher evaluation at the end of the semester than they had at the beginning.[7]

Mathematics Placement Test[8]

The 42 point mathematics test was constructed by Mr. Robert Glassburg for use in the Compensatory Education program. It begins with problems in addition, subtraction, multiplication, and division and ends with simple equations.

	Mean Score	Range of Scores
The initial mean score of 97 Comp. Ed. I students in two mathematics classes taught by Mr. Glassburg -	15	4 to 28
The final mean score of 66 of these students - - - - - - - - - - - - -	23	5 to 32

Mr. Glassburg's cut-off points for placement are as follows:

Score	Mathematics Placement
30 - 42	Beginning College Mathematics
24 - 29	Borderline Mathematics
0 - 23	Remedial Mathematics

Of 24 Compensatory Education I students for whom both pre- and posttest results exist, only 3 made no progress; whereas, 45% of the group made a gain of at least 50% in the number of questions answered correctly, and 21% of the group scored a gain of at least 90% in the number answered correctly on the posttest.

All of the teachers in the Compensatory Program met at the end of the fall semester to evaluate as a group the record of each student in the program, to award each student one grade for the entire semester, and to decide upon the final disposition of each student. The disposition was as follows:

Number of Students	Disposition Recommended by the Compensatory Education Faculty
13	English 101 and other college-level courses
34	English 100 and such courses as English 100 students can take
25	Retained for Compensatory Education II
1	English 98 and such courses as English 98 students can take
18	Should be dropped from academic programs of the college
7	Withdrawn
total 98	

COMPENSATORY EDUCATION II PRE- AND POSTTESTING PROGRAM, SPRING SEMESTER, 1968

Compensatory Education II was designed primarily for 60 students who otherwise would have been placed in English 98. Among the more significant changes was the expansion of the interdisciplinary activities from one to two days a week with remedial English and mathematics classes filling the alternate days (M., W., & F.), the introduction of two counseling seminar periods per week, and the shift from group to individual remedial reading guidance. Fifty-one students were registered, 14 of whom would have been placed in English 100 according to their Form RS scores, and 37 of whom would have been placed in English 98. Twenty-one of the 51 students were hold overs from Compensatory Education I. (Three students who registered but did not appear made the initial registration 54.)

Four pre- and posttests were used during the spring semester 1968 for the evaluation of student progress: English Placement Test, Form R; SRA Diagnostic Reading Test, Form A; a 30 minute writing sample, and the mathematics placement test that had been used for Compensatory Education I.

English Placement Test, Form R

Form R is a 20 minute test consisting of 50 multiple choice items: 7 spelling, 10 grammar, 11 vocabulary, 14 punctuation, and 8 clause identification.

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[7] A more extensive treatment of these results and sample themes are in Appendix V.

[8] This test can be found in Appendix M.

The cut-off scores when Form R is used for placement at Crane are as follows:

Score	English Course
28-50	101
19-27	100
0-18	98

	Score	Range of Scores
Comp. Ed. II		
The initial mean score of 42 Comp. Ed. II students in 4 English classes with two different teachers	13	5 to 26
The final mean score of 45 students registered in the same classes	13	3 to 28
English 98		
The initial mean score of 17 English 98 students in one day class	12	5 to 22
The final mean score of 16 students registered in the same class	10	2 to 18
English 100		
The initial mean score of 41 English 100 students in 2 classes with different teachers	18	6 to 32
The final mean score of 32 students registered in the same classes	20	8 to 35
English 101		
The initial mean score of 82 English 101 students in 4 classes with 2 different teachers	28	6 to 48
The final mean score of 60 students registered in the same 4 classes	27	10 to 46

The failure of Compensatory, English 98, and English 101 classes to reflect a pattern of improvement on this test may be because Form R has little to do with problems posed by non-standard dialects which teachers at Crane tend to concentrate upon. More improvement was shown on English Placement Test, Form RS in the fall (mean improvement scores of 6 and 7 for Compensatory Education I and English 100 classes respectively). Perhaps this is because Form RS tests dialect based errors. The scores are reassuring in one sense: they indicate little or no effort on the part of teachers to prime students for posttests.

SRA Diagnostic Reading Test, Form A

This is a 100-point test consisting of 60 vocabulary and 40 reading comprehension items to be administered in 40 minutes. The most recent norms for this test were tabulated in 1953. Quartile ranks for grades 8 through 13 based upon the 1953 tabulation are listed below.

QUARTILES	GRADE 8 N = 2,136 Total Score	GRADE 9 N = 6,411 Total Score	GRADE 10 N = 6,874 Total Score	GRADE 11 N = 7,793 Total Score	GRADE 12 N = 8,616 Total Score	GRADE 13 N = 16,604 Total Score
Q4	60 - 83	65 - 88	71 - 90	77 - 93	80 - 94	85 - 96
Q3	48 - 59	54 - 64	59 - 70	66 - 76	70 - 79	77 - 84
Q2	37 - 47	43 - 53	48 - 58	55 - 65	58 - 69	67 - 76
Q1	8 - 36	7 - 42	3 - 47	14 - 54	8 - 57	10 - 66

	Mean Score	Range of Scores
Comp. Ed. II		
The initial mean score of 43 Comp. Ed. II students in four English classes with 2 different teachers	43	16 to 74
The final mean score of 41 students in the same classes	48	11 to 81
English 98 - day classes		
The initial mean score of 19 students registered in one class	30	18 to 56
The final mean score of 16 students registered in the same class	34	7 to 65
English 100 - day classes		
The initial mean score of 105 students registered in 5 classes with five different teachers	47	7 to 82
The final mean score of 71 students registered in the same classes	57	14 to 89

An Evaluation of Compensatory Education I and II, Crane College, 1967-1968

English 101 - day classes

	Score	Range of Scores
The initial mean score of 83 students registered in 4 classes with two different teachers	56	17 - 86
The final mean score of 52 students registered in the same classes	59	32 - 85

Mean Improvement Scores on SRA Diagnostic Reading Test, Form A

Course	Number of Points Gained
English 100	10
Compensatory Education II	5
English 98	4
English 101	3

Thirty-minute In-class Writing Sample

A modification of the Compensatory Education system for evaluating writing progress was introduced in English 100 and 101 classes during the spring semester, 1968. Three teachers read and evaluated independently sets of 50-minute in-class themes. The results were given to Mr. Jack Mabie who averaged the three grades into a single grade for each theme.[9] The same method that had been used for the evaluation of Compensatory Education I themes was used for the evaluation of Compensatory Education II writing samples. The results of this testing are tabulated below:

LEVEL	SEMESTER	NUMBER WHO WROTE BOTH THEMES	PERCENT OF STUDENTS WHO SHOWED IMPROVEMENT ACCORDING TO A COMPARISON OF THE FIRST WITH THE LAST THEME
English 100	Sp. 1968	76	69%
English 101	Sp. 1968	62	44%
Combined 100 & 101	Sp. 1968	138	57%
Compensatory Education I	Fall, 1967	72	53%
Compensatory Education II	Sp. 1968	37	57%

Mathematics Placement Test

The same mathematics test was used as had been used for Compensatory Education I.

	Score	Range of Scores
The initial mean score of 52 students in two mathematics classes taught by Mr. Glassburg	15	3 to 27
The final mean score of 45 students who took the test again at the end of the semester	21	5 to 32

The disposition of Compensatory Education II students at the end of the semester was decided according to the same method as had been used at the end of Compensatory Education I. The disposition was as follows:

Number of Students	Disposition Recommended by the Compensatory Education Faculty
5	English 101 and other college-level courses
15	English 100 and such courses as English 100 students can take
24	Composition Workshop (a course replacing English 98 in the fall 1968)
8	Should be dropped from academic programs of the college
2	Withdrawn
total 54	

Although the pre- and posttesting program does not reveal any marked advantage in the compensatory compared to the remedial program, I believe that both programs should continue to function. The two programs complement one another in that the student who fails in one need not repeat the same program in which he has already failed; he can try another approach in the other program. The Compensatory Program affords the remedial student a full semester of below college level work; whereas, the full-time student who takes a remedial class is likely to be registered for college-level courses in departments that do not offer remedial classes. This is likely to be a disadvantage for the weaker remedial students. The Compensatory Program actively encourages experimentation, innovation, and evaluation. What is learned can be of use in other curricula. A case in point is the adoption by the English Department of a system for evaluating writing progress which was a modification of the method initiated the preceding semester in the Compensatory Program.

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[9] A complete tabulation of English Departmental theme grades is in Appendix W.

Any evaluation of the Compensatory Program should take account of handicaps over which the faculty had little if any control. The program was understaffed from the beginning. Compensatory Education I was run with a shoestring budget of 45 teaching hours which is equivalent to three and three-fourths full-time teachers. The 45 hours includes 3 hours (the equivalent of one composition course) presumably allowed for the coordination of the program, but the coordinator subsequently discovered that these hours were deducted from 6 hours released time that he was entitled to as chairman of the English department - a clear case or robbing Peter to pay Peter which made both jobs frustrating in that it did not leave enough time in a 24-hour day to do either satisfactorily. With an enrollment of 98 students, Compensatory Education I had a teacher-student ratio of 26 to 1, far too high for an experimental program of this kind. The bind was felt particularly in the English classes and the remedial reading periods. The environment of the program was the noisy, impossibly chaotic, and abysmally drab inner-city facility that the college shares with Crane High School where it is not unusual for faculty and students to be hounded into the streets several times a day by the deafening blasts of a falsely sounded fire alarm system that can be turned off only after the firemen arrive. The number of hours that students work is sometimes a limiting factor for school performance. A survey of 54 Compensatory Education I students who were employed resulted in the following breakdown of the number of hours spent on the job per week.

NUMBER OF STUDENTS	NUMBER OF HOURS EMPLOYED
3	10 - 14
6	15 - 19
18	20 - 29
9	30 - 39
18	40 and above

Finally, the riots and fires that occurred three blocks from the school in the aftermath of the assassination of Dr. Martin Luther King, Jr. in April caused the loss of several days of classes and had a depressing effect upon the program for the remainder of the semester.

The value of the Compensatory Program was probably best revealed in a follow-up survey of Compensatory Education I students who were promoted to English 100 and English 101.

Thirty-four students were qualified by their work in Compensatory Education I to register for English 100. Twenty-six of these students registered for English 100 day classes at Crane during the spring semester, 1968; and 16 made passing grades: 14 C's and 2 B's (64% passing).

Thirteen students were qualified by their work in Compensatory Education I to register for English 101. Eleven of these students registered for English 101 day classes at Crane during the spring semester 1968, and all of them made passing grades except one student who withdrew to enter the Air Force: 8 C's, 2 B's, and 1 W (91% passing).

The following tabulation shows the percentage of the total enrollment in English 100 and 101 classes during the spring semester 1968 who received passing grades (C or better) and the number of former Compensatory Education I students who received passing grades in those two composition levels.[10]

	TOTAL ENROLLMENT	TOTAL ENROLLMENT PERCENT PASSING	FORMER COMP. ED. I	FORMER COMP. ED. I PERCENT PASSING
ENGLISH 100	120	53%	26	64%
ENGLISH 101	128	60%	11	91%

A follow-up study of 71 former English 98 students who were registered for English 100 at Crane in the fall of 1966 showed 51% of them passing English 100.

A follow-up study of 54 students who started English 100 in the fall of 1967 and continued English 101 in the spring of 1968 showed 57% of them passing English 101.

Compensatory Education I students who were promoted to English 100 and English 101 levels of work did not do as well in their overall academic program during the spring semester as they did in their English classes. Of the 26 students promoted to the English

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[10] The complete tabulation of English department grades for four semesters (Fall '66 through Spring '68 including the English grades of former Compensatory students is in Appendix O.

100 level, 9 earned a 2.0 (C) grade point average or above, and 17 earned below a 2.0 average. Of the 11 students promoted to the English 101 level, 9 earned a 2.0 grade point average, 1 earned below a 2.0 average, and 1 withdrew to enter the Air Force.

Finally, the holding power of the Compensatory Program compares favorably with that of the remedial classes. Only 17 of the 98 Compensatory Education I students (17%) failed to complete the semester (7 W's and 10 Unofficial Withdrawal F's). Only 6 of the 54 Compensatory Education II students (11%) failed to complete the semester (2 W's and 4 unofficial Withdrawal F's). Of the 180 students registered for English 98 and English 100 day classes at Crane during the fall semester 1967, 45 (25%) failed to complete the semester (20 W's and 25 Unofficial Withdrawal F's). Of the 164 students registered for these courses during the spring semester 1968, 35 (21%) failed to complete the semester (16 W's and 19 Unofficial Withdrawal F's).

Probably no other area of teaching is more permeated by the unsettled temper of the times than the area of remediation in the junior college. I refer to the utter contempt that one often encounters for "traditional" concepts and methods (anything that has been thought of or tried before) and the frantic search for something entirely new that will work as a panacea to remedy a difficult and exceedingly complex problem. It is not uncommon to find a poor soul grappling with the problem of remediation in this manner afflicted with manic depression: ecstatic when he has grasped a new panacea and very depressed when he can no longer ignore the fact that it has not produced the miraculous cure that was promised, and all the while he hears ringing in his ears the chant of a chorus of his colleagues telling him that remedial programs are all exercises in futility, that they have no place in the junior college curriculum, that the open door should be closed to those who are not academically prepared to do college level work from the start, or that only a crack should be left open so that only a small number of the educationally disadvantaged can enter, etc.

A current example of those who have begun with the hasty generalization that remedial programs are more or less futile and have come up with a panacea are the sponsors of two experiments in the Chicago City College (one with English 161 as the focal course and the other with Social Science 101 at the core). The design of both experiments is to place all entering students in college-level academic courses with tutoring assistance for those who otherwise would have been placed in remedial courses or programs.[11] The assumption is that these students can not only make up their deficiencies while taking college-level courses, but that they can also pass their college-level courses at the end of the semester and successfully continue a sequence of college courses, but to expect students beginning with a mean reading level within the eighth or ninth grade to reach a mean grade level of twelve or thirteen by the end of one semester (which would seem necessary to succeed in a college-level academic program) is to expect the miraculous. A belief in the miraculous may make good theology, but it has been my experience that it makes abominable pedagogy.

This approach has an immediate appeal to administrators because at first glance it appears both cheap and easy, but by the end of a semester in the one case or the end or two years in the other, it will become clear that the student was offered two unacceptable alternatives of which he was unaware on the day that he registered. If teachers maintain college-level academic standards, it will become evident at the end of the semester that the student was registered for a course or academic program in which it was a foregone conclusion that he would fail. The students will be justifiably indignant because the college had no business registering them for a course or program in which they were predestined to fail. On the other hand, if the college registers all incoming students in college-level courses regardless of their academic preparation, the whole burden of maintaining standards falls upon the teachers in which case the other alternative of watering down college courses so that at least some of those functioning below college level can receive passing grades becomes a possibility. This policy bears its bitter fruit in two years when the student discovers that he has accumulated college credit which is not negotiable in a creditable receiving institution.

The reasonable course for junior colleges committed to the open door policy to follow, it seems to me, is to continue to develop and offer below-college-level courses and programs designed to realistically meet the needs of incoming students who have academic deficiencies. These programs should be designed to permit the student to begin with the three R's at whatever level he is capable of upon entering the college, and they should allow flexible amounts of time for students to remedy their deficiencies because some will be further behind than others and some will be able to progress at a more rapid rate than others. There should be an academic program available to the student as long as he is making appreciable progress at his level. But while the retarded academic skills of the undereducated student are being developed, his thought should constantly be challenged at a more mature level of performance by means of lectures, discussions, slide-talks, films, role-playing, video tape recordings, museum visits, and field trips. These offerings should make it possible for the undereducated to make up their deficiencies and get successfully launched in a college-level academic program, but this should not be their only goal. Some students will be satisfied to improve their communication and computation skills sufficiently to get a job or a better job. Some who do not exhibit a college-level academic potential should gradually be redirected by a constant feedback of test information and sympathetic counseling into other acceptable avenues of endeavor. The learning experiences should be designed to be satisfying in themselves apart from any practical advantages that the student may derive from them in the future. The student should leave the course or program with a better understanding of himself and his environment and, therefore, better equipped to cope with both.

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[11] The one with Social Science 101 at the core refers to a policy of the social science department at Crane. The other is described in Appendix Z, particularly the last paragraph, p. 123.

These were the goals of Compensatory Education I and II. It has been impossible to present this soon and in so brief a format an evaluation of the program in regard to each of these goals, but I believe that the evidence presented is sufficient to prove that the efforts of the faculty who participated in the program were not wasted and that a greater investment of resources in this direction is justified.

Mr. Frank Banks and Mr. William Ibbs were granted released time during the summer of 1968 to plan Compensatory Education III. Both had participated in Compensatory Education I and II. The relative success of off-campus activities compared to other interdisciplinary methods used last year has led them to plan a program of ten units with an off-campus activity at the core of each unit. Sufficient time will be given to preparation before the trip and follow-up activities afterward so that the off-campus activity can be integrated with a unit that develops academic skills as well as expands the perimeter of the mind. The strategy of the program is to use the city and its museums as a means of opening the students' eyes to the wonders of the world about them. Once their curiosity is aroused by this McLuhanesque multi-sensory immersion in an environment selected and ordered for its learning potential, they believe that progress in handling the tools of learning (reading, writing, arithmetic, and their correlaries) will more readily follow than would otherwise be possible. Writing assignments, for instance, will follow the shared faculty-student off-campus experience and adequate discussion by students before, during, and after the experience. Since our experience with these students has shown that they generally talk more readily than they write, we believe that writing after students have either expressed themselves orally or heard their peers express themselves about the off-campus experience should be more satisfactory than the kind of writing that usually results from the conventional theme topic assigned to remedial students.

The ten off-campus activities with some of the potential subject matter of each are as follows: Sept. 19, Cruise along Chicago River, Lake Michigan, and Calumet Harbor (History, Industry, Architecture, Conservation, Water Pollution); Oct. 3, Civic Center and Loop (Government, Sculpture, Architecture); Oct. 10, The Near South Side (Urban Renewal, Architecture); Oct. 17, Hyde Park Co-op (Personal and Family Finance); Oct. 31, The University of Chicago Campus and The Oriental Institute (Architecture, Sculpture, Anthropology); Nov 7, Lincoln Park Zoo and Conservatory (Zoology and Botany); Nov. 19, The Field Museum (Geology and Anthropology); Dec. 5, The Museum of Science and Industry (Science, Technology, Nutrition, Embriology, Physiology); Dec. 19, The Adler Planetarium (Astronomy); Jan. 9, The Auditorium Building and The Art Institute (Architecture, Painting).

There are several salutary side-effects of such a program. It affords faculty and students alike a chance to get away from the depressingly shabby and disconcerting facility that we share with Crane High School. It affords the students a chance to regularly experience the city outside the ghetto under favorable circumstances. The shared off-campus experience of faculty and students is less formal and more intimate than the typical on-campus activity. This contributes toward a high group identity and a lower dropout rate than occurs in the conventional remedial program.

VI

COMPENSATORY EDUCATION III

Fall Semester, 1968

COMPENSATORY PROGRAM FOR FALL SEMESTER 1968-69 TO ENROLL A MAXIMUM OF 60 STUDENTS

I. SCHEDULE AND PERSONNEL REQUIREMENTS

NAME	ACTIVITY	DAYS	TIME	ROOM	TEACHER HOURS	MAXIMUM STUDENTS
Glassburg	Math AC	M, F	8:15-9:30		3	30
Glassburg	Math CE	M, F	9:40-10:55		3	30
Glassburg	To attend Personal and Family Finance Class and coordinate math classes with it.				1	
Emer	Personal and Family Finance	F	11:00-11:50	216	1 (overtime)	60
Banks	Interdisciplinary Team Lecture	T, Th	9:00-9:50	216	2	60
Banks	Interdisciplinary Discussion Group 1	T, Th	10:00-10:50		2	20
Eng. Teacher X	English AC-1	M, W, F	8:25-9:30		4	15
Eng. Teacher X	English CE-1	M, W, F	9:40-10:45		4	15
Eng. Teacher X	Interdisciplinary Team Lecture	T, Th	9:00-9:50	216	2	60
Eng. Teacher X	Interdisciplinary Disc. Group 2	T, Th	10:00-10:50		2	20
Eng. Teacher Y	English AC-2	M, W, F	8:25-9:30		4	15
Eng. Teacher Y	English CE-2	M, W, F	9:40-10:45		4	15
Eng. Teacher Y	Interdisciplinary Team Lecture	T, Th	9:00-9:50	216	2	60
Eng. Teacher Y	Interdisciplinary Disc. Group 3	T, Th	10:00-10:50		2	20
Ibbs	To meet each student for a weekly reading guidance appointment (In the event that Mr. Murphy's sabbatical application is not approved, he will conduct the reading appointments, and Mr. Ibbs will participate in the interdisciplinary or English parts of the program.)				6	60
Ibbs	To coordinate the entire program				6	

Total personnel requirements: 4 divisions — 48 Teacher hours

Total teacher hours for compensatory program this semester = 45

II. SOME BASIC PRINCIPLES

A. Compensatory Education should be budgeted as a separate department. Its personnel requirements should not be charged to the individual participating departments.

B. All compensatory faculty should be volunteers.

C. Students should be registered in the compensatory program on a voluntary basis with the cooperation of the counselling department to guide students into the program who can benefit from it.

D. The goals of the program are mainly to improve the students' skills in communication and computation and secondarily to make him a better citizen by increasing his awareness of himself and his urban environment so that he can more successfully cope with both.

E. All students registered in the program should test no higher than a weak English 100 student: that is, no higher than the students who were classified as 100- in the compensatory program last fall (students who scored no higher than 45 on English Placement Test Form RS, no higher than 10th grade on the Nelson-Denny or a comparable reading test, and who are rated no higher than 100- on a sample theme).

F. At the end of the fall semester, students will either be retained in the program for another semester, released to take English 98 (or English Workshop) and such other courses as a counsellor may advise, released to take English 100 and such other courses as English 100 students are permitted to take, or graduated to English 101 and other 101 level courses.

G. In January, the program will admit students who have failed remedial courses in the fall and who want to avail themselves of the alternative that the compensatory program offers instead of repeating courses in which they have already failed.

H. Students will earn 13 hours below-101 credit for the fall compensatory program. They will be offered typing or chorus as options in the 12:00 to 12:50 periods on T. & Th.

I. The new Dean in Charge of Institutional Research and Evaluation should assist the Compensatory Faculty in the collection and evaluation of data for the program.

J. The new fall program will probably run on about the same grid as the one we are now using except that the Sun-Times Viewpoint Forum will be dropped, the counselling seminars will meet on Monday and Wednesday from 11:00 to 11:50, and Personal and Family Finance will meet in Room 216 on Friday from 11:00 to 11:50.

K. Room 216 must be reserved for the Compensatory program from 9:00 to 9:50 on Tues. and Thurs. and from 11:00 to 11:50 on Friday.

L. Resource consultants should be invited to provide stimulation for the faculty regularly. (Mr. Slutsky reminded us in our meeting April 22 that there is money available for such consultants.)

M. Compensatory students should be divided into four levels of ability for their English classes based upon placement tests. Students should be promoted to the next higher composition level as soon as the English teacher thinks they are ready to cope with that level. The subject matter, materials, and methods of these levels should be carefully planned as a sequence leading the student by gradual degrees from where he is when he starts to 101-level reading and writing ability if he has the potential and perseverance to reach it. The possibility of advancing through the English sequence at his own rate should be a selling point for the compensatory program, and the implementation of this policy throughout the semester should act as a morale booster and a motivational incentive. Division of students according to computational ability would also be desirable in the math classes, but this is not possible if the math classes are scheduled to alternate with the English classes. It is desirable for the students to be grouped heterogeniously in the other parts of the program so that the poor students can profit from the example and be spurred on by the competition of the better students.

N. The compensatory program should have its own film projector, film strip projector, slide projector, overhead projector, opaque projector, tape recorder, and video-tape recorder to implement a multi-sensory approach to stimulating ideas. Experience has shown that even the bottom students can be stimulated by the ideas in such relatively sophistocated works as A Raisin in the Sun and Animal Farm if the reading, discussion, and writing associated with the work is reinforced by a film version. A greater variety of interdisciplinary approaches should be used including student panels, faculty panels, student-faculty debates, open forum discussions, role playing sessions, slide talks, guest lecturers, films, field trips, etc. Writing assignments at this level are usually most constructive when they are closely related to some aspect of the students' experience. A transition from purely autobiographical writing to eventual expository writing can be effected by the structured experience: that is, some experience such as a field trip that faculty and students share and discuss at some length before they write about it. Such writing is likely to be more successful than the usual topic because it has the background of (1) an experience shared by faculty and students and (2) verbalization on the subject which is usually easier for compensatory students than writing. The compensatory program should be given a secure storage space in or near room 216 in which to keep its equipment. Heavy steel cabinets set back in the wings of the stage might serve for some of the equipment.

O. The compensatory faculty has informed the administration that it places a videotape recorder at the top of its priorities for equipment. The flexibility of such a device for taping documentaries, etc. from TV, filming student performances, filming special exhibits where it would not be feasibile to take the students, and for many other uses that we have mentioned from time to time would make it an invaluable asset for the program.

PLAN FOR A COMPENSATORY EDUCATION PROGRAM OF UNITS ORGANIZED AROUND FIELD TRIPS

Rationale for Such a Program Using the City and its Museums as a Laboratory

This program is designed for students who have not been engaged by academic work in the conventional classroom; therefore, some radical departure from this routine would seem to be in order. The strategy of the program is to use the city and its museums as a means of opening the students' eyes to the wonders of the world about them. Once their curiosity is aroused by this McLuhanesque multi-sensory immersion in an environment selected and ordered for its learning potential, we believe that progress in handling the tools of learning (reading, writing, arithmetic, and their correlaries) will follow more readily than would othersise be possible. Writing assignments, for instance, will follow the carefully prepared-for experience and considerable verbalization by students about the experience. Since these students generally verbalize more readily than they write, writing after verbalization upon a concrete experience shared by students and faculty alike should be more satisfactory than the kind of writing that results from the conventional theme topic assigned to remedial students.

There are several side effects of such a program. It affords faculty and students alike a chance to get away from the depressingly shabby and chaotic facility that we share with Crane High School. It affords the students a chance to regularly experience the world outside the ghetto under favorable circumstances. The shared experience of faculty and students while on field trips is less formal and more intimate than the typical on-campus activity. This contributes toward a high group identity and a lower drop-out rate than occurs in the conventional remedial program.

COMPENSATORY EDUCATION PROGRAM

FALL SEMESTER, 1968

The purpose of this program is to help you to improve your reading, writing, and computational skills so that you can succeed in college work or in vocational programs. We will try to accomplish this goal through an interdisciplinary learning experience to which teachers with backgrounds in art, biology, humanities, language, literature, mathematics, philosophy, the social sciences, zoology and others will contribute their knowledge. Twice each week we will study in depth some aspect of our civilization's most important conditions—the city, its history, structure, problems, and potential—by actually visiting significant and interesting places in Chicago (our "laboratory"), by seeing films and slides on our and other cities both past and present, and by listening to lectures, debates and panel discussions. Then we will divide into small groups for the purpose of discussing our group experiences in preparation for writing about them in English classes and relating them to number concepts in mathematics classes.

TIME SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	English A-1 English A-2 Math A	SPECIAL ACTIVITIES: FIELD TRIPS FILMS LECTURES ETC.	English A-1 English A-2 Math A	SPECIAL ACTIVITIES: FIELD TRIPS FILMS LECTURES ETC.	English A-1 English A-2 Math A
9:00	English C Math C	9:30 Small group discussions	English C Math C	9:30 Small group discussions	English C Math C
10:00	Communications Laboratory		Communications Laboratory		Personal and Family Finance
11:00		STUDENT ACTIVITIES PERIOD		STUDENT ACTIVITIES PERIOD	
12:00	Counselling		Counselling		

REQUIRED TEXTBOOKS

The following textbooks are to be purchased before Monday, September 16, 1968, at Follett's Bookstore, 324 South Wabash Avenue. If for lack of funds you cannot buy all the books at one time, be sure to obtain those that have an asterisk (*) after the price. Your instructor will inform you when it is time to purchase the rest.

Duel, Thorn. Man's Venture in Culture. Springfield: Illinois State Museum, 1950. (Story of Illinois, no. 6)	.50
Fehr, Howard F., and Sobel, Max A. Mathematics for Everyone. New York: Pocketbook no. 7031	.50*.
Fleming, Edith. From Cave Man to City Dweller. Chicagg: Field Museum of Natural History, 1967.	.25
Fortune Magazine. The Negro and the City. New York: Time-Life Books, 1968.	1.50**
General Guide. Chicago: Field Museum of Natural History.	.25
Golding, William. Lord of the Flies. New York: Capricorn Books.	1.25
Hansberry, Lorraine. A Raisin in the Sun. New York: Signet.	.75**
Hayakawa, S. I. Language in Thought and Action. 2nd. ed. New York: Harcourt, Brace and World, Inc., 1964.	2.95
Huxley, Aldous. Brave New World. New York: Bantam.	.75
Landis, Judson R., ed. Current Perspectives on Social Problems. Belmont, California: Wadsworth, 1967.	3.95
Miller, Arthur. Death of a Salesman. New York: Viking Press.	1.25
Orwell, George. 1984. New York: Signet.	.75
Planetarium Show for December: "The Star of Bethlehem." Chicago: Adler Planetarium, stock no. 711.	.10
Smith, Harriot. Prehistoric People of Illinois. Chicago: Field Museum of Natural History, 1967.	.25
SRA College Reading Program I: Student Book. Chicago: Science Research Associates, 1968.	price unknown**
Terkel, Studs. Division Street: America. New York: Avon, 1967.	1.25**
Twentieth Century Workbook for General Mathematics. Chicago: Follett.	price unknown**
Visitor Guide and Exhibit Finder. Chicago: Museum of Science and Industry.	.10
Webster's New World Dictionary of the American Languagg. New York: Popular Library Pocketsize Edition.	.50**
Total price does not include SRA Student Book and Twentieth Century Workbook.	$16.85

SCHEDULE OF ACTIVITIES

Ten field trips, our core activities, have been scheduled. They will begin at the announced starting point at 9:00 A.M. on the scheduled dates. Except for the trip to the Art Institute, you are encouraged to bring along your camera. You may submit pictures taken on field trips, or any of the activities for that matter, to Mr. Ibbs and he will form a committee of students to prepare a yearbook at the end of the semester. Each student in the program will receive a copy. Some students may want to purchase a tape recorder (Craig 212 for $35.00 at Allied Radio seems best suited to students' needs) and take it along on field trips in order to take "notes" on the spot. The recorder can also be used to tape information from the sound tracks of films or to tape portions of lectures and discussions. Each field trip will be preceded by a class during which time you will be given films, slides, lectures, etc. designed to prepare you for the trip itself. Following each trip will be follow-up sessions for analyzing, interpreting, and broadening by generalization what has been seen. A test will be given at the last follow-up session.

1. Sept. 17 Preparation. Films: "Lewis Mumford on the City, III" (28 min.) and "The River" (32 min.)

   Sept. 19 FIELD TRIP. Inland Water Cruise: Chicago History, Industry, Architecture, Conservation (water pollution and air pollution)

   Sept. 24 Follow-up. Films: "Seeds of Destruction" (10 min.), "Environmental Sanitation" (8 min.) and "Chicago: Midland Metropolis" (22 min.)

   Sept. 26 Follow-up. Film: "Metropolis: Creator or Destroyer, I" (30 min.). TEST: details to be announced

2. Oct. 1 Preparation. Films: "Lewis Mumford on the City, IV" (28 min.) and "A Visit to Picasso" (22 min.)

   Oct. 3, 4, 7 and 8 FIELD TRIPS. Civic Center, City Hall and Loop: Government, Urban Renewal, Sculpture, Architecture.

3. Oct. 10 FIELD TRIP. Near South Side Walking Tour: Urban Renewal, Architecture, Illinois Institute of Technology Campus.

   Oct. 15 Follow-up. Films: "Lewis Mumford on the City, VI" (28 min.) and "The Power of a Pot Roast" (27 min.). TEST: details to be announced.

SCHEDULE OF ACTIVITIES (Continued)

4. Oct. 17 FIELD TRIP. Hyde Park Co-op and Harper Court: Personal and Family Finance; Criticism of Harper Court according to such Mumford criteria as "human scale," "variety," "intimacy," "islands of unregimented vitality and delight," "spaces for spontaneous meetings out of doors," "a place for the fierce strivings of youth and where old men have their place in the sun."

Oct. 22 Follow-up. Film strips: "The American Consumer," "Disease and Diet," and "How Vitamins Help Man." TEST today or on Oct.24.

5. Oct. 24 Preparation. Films: "Chartres Cathedral" (30 min.) and "The Biography of Frank Lloyd Wright" (26 min.).

Oct. 29 Preparation. Films: "Lewis Mumford on the City, I" (28 min.) and "Egypt: Cradle of Civilization" (12 min.).

Oct. 31 FIELD TRIP. The University of Chicago, Oriental Institute, and Robie House: Higher Education, Anthropology, Architecture, Sculpture, and Religion.

Nov. 5 Follow-up. Films: "Greece: the Immortal Land" (40 min.) and "Major Religions of the World" (20 min.).

6. Nov. 7 FIELD TRIP. Zoo and Conservatory or Biology Laboratory: Biology, Botany, and Zoology.

Nov. 12 Follow-up. Slides: "Origin of Living Things" and "Hunting Fossils." OR Biology Laboratory work.

7. Nov. 14 Preparation. Films: "Through These Doors" and "Dr. Leakey and the Dawn of Man" (26 min.).

Nov. 19 FIELD TRIP. Field Museum: Choice of Geology Tour or Anthropology Tour. The tours will be followed by a question and answer period conducted by a member of the museum staff.

Nov. 21 Follow-up. Film Strips: "Age of Animals," "Descent with Change," "Dawn of Religion."

Nov. 26 Follow-up. Film Strips: "Man Inherits the Earth," "A Mesolithic Age Today," and "Stone Age People of Today."

8. Dec. 3 Preparation. Film Strips: "Coming of the Machine," "Communications in the United States," and "Transportation in the United States."

Dec. 5 FIELD TRIP. Museum of Science and Industry: Christmas Around the World, Science, Technology, Nutrition, Embriology, Physiology, Anthropology.

Dec. 10 FIELD TRIP. Chicago Sun-Times: Newspapers, Communications, Advertising.

Dec. 12 Follow-up. Film: "A Communications Primer" (22 min.)

SCHEDULE OF ACTIVITIES (Continued)

9.	Dec. 17	Preparation. Film: "The Universe" (28 min.)
	Dec. 19	FIELD TRIP. Shedd Aquarium and Adler Planetarium: Zoology, Astronomy, Religion, "Star of Bethlehem" Show.
	Dec. 24	Follow-up. TEST
10.	Jan. 2	Preparation. Film Strips: "Let's Look At a Painting" and "Modern Art"
	Jan. 7	Preparation. Films: "Meaning in Modern Painting" (50 min.).
	Jan. 9	FIELD TRIP. Auditorium Building and Theatre, Ivan Mestrovic's Spearman and Bowman, Lorado Taft's "Fountain of the Great Lakes," and the Art Institute of Chicago: Architecture, Painting, Sculpture, and Theatre.

FINAL EXAMINATION WEEK BEGINS ON MONDAY, JANUARY 13, 1969.

LIBRARY BOOK LIST

From time to time you will be required to read portions of books that are found in Crane's library. These books, all of which have to do with the topic of cities, have been placed on reserve and can be obtained at the main desk in room 225. Rarely will the assignments be any longer than one chapter so that they can be read in the library. Be sure to take ample notes on the main ideas in each assignment; your English teacher will assist you. These are the books:

Abrahamson, Julia. A Neighborhood Finds Itself. New York: Harper and Row, 1959.

Allen, Robert S. (ed.). Our Fair City. New York: Vanguard Press, 1947.

Botkin, B.A. Sidewalks of America. Indianapolis: Bobbs-Merrill Co., 1954.

Carr, Donald E. The Birth of Life. New York: W.W. Norton, 1965.

————. Death of Sweet Waters. New York: W.W. Norton, 1966.

Colean, Miles L. Renewing Our Cities. New York: Twentieth Century Fund, 1953.

Conant, James B. Slums and Suburbs: A Commentary on Schools in Metropolitan Areas. New York: Mc Graw-Hill, 1961.

Department of City Planning, City of Chicago. Basic Policies for the Comprehensive Plan of Chicago.

Editors of Fortune Magazine. The Exploding Metropolis. Garden City, New York: Doubleday Anchor Books, 1958.

Gallion, Arthur B., and Eisner, Simon. The Urban Pattern: City Planning and Design. Princeton, N.J.: Van Nostrand Co., 1963.

Gordon, Mitchell. Sick Cities. New York: Macmillan, 1963.

Grebler, Leo. Urban Renewal in European Countries: Its Emergence and Potentials. Philadelphia: University of Pennsylvania Press, 1964.

Henedahl, Reuel. Urban Renewal. New York: Scarecrow Press, 1959.

Hillman, Arthur. Community Organization and Planning. New York: Macmillan, 1950.

Hunter, David R. The Slums: Challange and Response. London: Free Press, 1964.

Isenberg, Irwin (ed.). The City In Crisis. The Reference Shelf. Vol. 40 #1. New York: H.W. Wilson Co, 1968.

LIBRARY BOOK LIST (Continued)

Jacobs, Jane. *The Death and Life of Great American Cities.* New York: Random House, 1961.

Lynch, Kevin. *The Image of the City.* Cambridge, Mass.: Technology Press and Harvard University, 1960.

Millspaugh, Martin, and Breckenfeld, Gurney. *The Human Side of Urban Renewal.* New York: Ives Washburn, Inc., 1960.

Nairn, Ian. *The American Landscape: A Critical View.* New York: Random House, 1965.

The Population Challange: What It Means To America. United States Department of Interior Conservation Yearbook # 2. Pamphlet # 1686.

Reimer, Svend. *The Modern City.* New York: Prentice-Hall, 1952.

Saarinen, Eliel. *The City: Its Growth, Its Decay, Its Future.* Cambridge, Mass.: M.I.T. Press, 1965.

Spreiregen, Paul D. AIA. *Urban Design: The Architecture of Towns and Cities.* New York: Mc Graw-Hill, 1965.

Weimer, David R.(ed.). *City and Country in America.* New York: Appleton-Century Crofts, 1962.

Wright, Frank Lloyd. *The Living City.* New York: Horizon, 1958.

Zorbaugh, Harvey W. *The Gold Coast and the Slum.* Chicago: University of Chicago Press, 1929.

MAGAZINE LIST

Our program is such that we are vitally interested in what is happening *today* and recently in Chicago and other American cities. One of the best ways to keep up with the times is to read current magazines (and newspapers!). Our library regularly receives an impressive number of these periodicals. Program teachers will search through them each week and assign articles for your reading. You will not have to read these assigned articles in our library; Chicago has many branches of the public library where the magazines and newspapers are available. You will, however, be expected to complete all assignments on time since frequent tests will be given.

APPENDIXES

APPENDIX A

CHICAGO CITY COLLEGE -- ENGLISH PROFICIENCY EXAMINATION -- FORM R

50 items -- 20 minutes. I shall not include the specific items in the test because it is still the main placement instrument used in the Chicago City College system.

Part 1, Spelling: 7 items. In each of the following groups of words, one word may be misspelled. After each item number on your answer sheet, blacken the one space indicating the misspelled word. If all the words are spelled correctly, blacken space E.

Part 2, Grammar: 10 items. Each sentence may contain an error in grammar (wrong form of verb, noun, pronoun, adjective, adverb). A few sentences are correct as they stand. Blacken the one space indicating the error, if any. If there is no error in the sentence, blacken space E.

Part 3, Vocabulary: 11 items. In the following items, blacken the one space indicating the best synonym for the word on the left (the expression that comes closest to it in meaning).

Part 4, Punctuation: 14 items. Most of the following sentences contain mistakes in punctuation (comma, semicolon, colon, quotation marks, question mark). Two or three sentences are correctly punctuated. Blacken the one space indicating that the sentence

A lacks necessary punctuation
B has superfluous (unnecessary) punctuation
C uses a wrong mark (some other mark should have been used)
D is correct (acceptable) as it stands

Part 5, Sentence Recognition: 8 items. Most of the following items contain one or more complete sentences; a few are incomplete (sentence fragments). Regard any expression that could be followed by a semicolon or a period as a complete sentence. Blacken the one space indicating the number of complete sentences, using the following key:

A one sentence
B two sentences
C three sentences
D four sentences
E no sentence: the sentence is incomplete

THE FIFTEEN ITEMS THAT BEST DISTINGUISHED HIGH SCORERS FROM LOW SCORERS ON THE TWO TESTS ADMINISTERED TO 215 STUDENTS ON AUGUST 30, 1965

FORM R

(From the Office of Institutional Research and Evaluation)

The error that the student was supposed to recognize is followed by the correct form below:

Spelling - 1 item

disatisfied - dissatisfied

Grammar - 3 items

polite - politely
can't hardly walk - can hardly walk
differences produces - differences produce

Vocabulary - 7 items

authentic
parasite
mimic
pompous
merge
patrician
charlatan

Punctuation - 4 items

a sentence that lacked a comma

a semi-colon used where a comma was needed
two sentences with superfluous commas

FORM B

(Constructed by the English Department)

Form B is identical to the first 60 items of Form RS - See appendix E.

WORD CONFUSIONS - 8 items

through - thought
every - ever
quit - quite
alone - along
no - know
here - her
alone - along

Correct sentence: Hurry with your work so you won't be late.

GRAMMAR - 7 items

had finish - had finished
taken - took
childrens - children
I be - I am
students who was - students who were

Correct Sentences:

All our teachers were there, and for once they treated us like adults.
As we marched down the aisle in our little white dresses, we felt very proud.

APPENDIX B

CHANGES IN THE REMEDIAL ENGLISH PROGRAM PROPOSED BY THE CRANE ENGLISH DEPT. (1959)

The present remedial English program at Crane Junior College was begun in an attempt to correct the deficiencies of incoming students in communicative skills. College level work is obviously conducted largely in terms of symbols, primarily linguistic symbols. A student who has an inadequate control of standard English is bound to experience difficulties in every course where standard English is the central means of conveying information, whether it be a course in history, mathematics, stenography, or humanities. Communication is a two-way street: the sender and the receiver must agree on a common set of symbols. English 98 and 100 and Reading 99 originated as attempts to teach an accord on this necessary symbology.

It has been evident for some time that the present remedial English courses are not entirely successful in breaking the language barrier between student and teacher or student and textbook. Much of this failure can probably be attributed to the peculiar problem that exists at Crane Junior College: almost the entire student body consists of speakers of non-standard (or vulgate) English. Language practices which are unacceptable among educated speakers have been perpetuated for generations and are re-inforced from day to day in the community from which the great majority of our students are drawn. The fact that our students speak a dialect of English which is frowned upon by the average educated American is not necessarily prima facie evidence that they are intellectually inferior. A child born of German parents and living in a German community will speak German; a child reared in a university community by a faculty couple may speak vacant but superficially impressive formal English; a brilliant child with deaf-mute parents will probably not speak at all. A child acquires a language through imitation, and he imitates whatever models are at hand. Once the language (or dialect) has been acquired the psychological pressures to maintain it are strong: the child is understood and accepted by the community; he feels a certain security within the group. He cannot be persuaded to change his language unless he is persuaded that membership in another group is desirable and unless he is frequently exposed to other linguistic models he can imitate. The first problem is not a great one: the fact that our students choose to enroll in a college suggests that they aspire to some social or professional status other than that of their parents. The other is more difficult: an English teacher's correction of "he say" to "he says" in a theme makes little impression on a student who goes home to hear "he say" several dozen times the same day.

Written composition is largely a transcription of speech. A glance at the attached copy of a typical student theme will reveal the effect of non-standard speech habits on writing practices. The absence of the letter "s" in plurals, the confusion of verb forms, the dropping of consonants in the spelling of many words all reflect the characteristic speech of our students. As long as these speech habits persist, it will be difficult to make any real headway in the written language. The present remedial program does little in attacking this problem at its source: in the spoken language of the student.

The members of the English department feel that a required remedial course in speech, Speech 140, would be a valuable supplement to the presently required English 100 (Composition) and Reading 99 (Reading Skills). The course would reinforce and give additional practice in the patterns of standard English: articulation of vowels and consonants, eye and voice rhythms in reading, recognition of essential sentence elements, and interpretative reading. At present it is difficult for teachers of Reading 99 to diagnose the reading problems of students enrolled because the emphasis in these courses is necessarily on silent reading, dictionary use, and vocabulary development. It is only when the teacher hears the student read aloud that he becomes fully aware of the student's reading skills. Recitation in the English and Reading courses has long been poor; most of our students need an intensive drill in articulation. By dealing with some of these problems, Speech 140 would relieve the composition and Reading courses of some of their burdens and permit in them a heavier concentration on sentence construction, paragraph analysis and other problems of written rather than spoken language.

To gain the maximum benefit from this block of remedial courses, it is suggested that an incoming student who is deficient in language skills be simultaneously enrolled in English 100, Reading 99 and Speech 140, which will replace English 98 in the required number of hours for the remedial student ,and that he subsequently be re-enrolled in all courses in which he receives a grade lower than "C". Obviously the poor performance of Crane students in other departmental courses requiring standard language skills demands some sort of "crash program" in these skills.

The Studant Lounge

The Crane Jr. Colledge Studant Loung is a place where the studant relax theirself between there class an look at T.V. or play card or just set and talk to there freind. When I first come to Crane we was suppose to go to the Studant Lounge and listen to a talk, I didnt no where it were, so I ask a studant, he say, "find the room with a lot smoke." So I found it.

In it there is three or four table, some louage chair, coachs with pillows in them, a piano and a desk which a lady sit behind it. She help us with are problem an see nobody get out of order or anythin but I never seen studants doin a wrong thing. All thing consider its not a bad place but its to small. Because sometime it get so croweded in there you cant hardly stand it.

APPENDIX C

ENGLISH DEPARTMENT REGISTRATION REQUIREMENTS

All students registering at Crane for the first time who do not have credit in college-level English (101 or 102) must take the English Placement Test.

Students who carry a program of nine credit hours or more in any semester must take English consecutively until the English requirement has been fulfilled.

Students with reduced programs who have earned fifteen hours of credit and who are classified as "regular" must begin the English sequence appropriate to the chosen curriculum.

Students who are placed in English 100 must be enrolled concurrently in Speech 140.

Students must receive a grade of C or better in both English 100 and Speech 140 before being admitted to English 101 or Speech 141.

Students must receive a grade of C or better in English 101 before being admitted to English 102.

Students with reading difficulties as measured by the reading placement test (given at the conclusion of English 100 and at the beginning of English 101) must take Reading 99 concurrently with English 101.

A student may not be withdrawn from remedial courses in English, speech or reading unless he is withdrawing from college.

APPENDIX D

SCORES ON THE PLACEMENT TEST RELATED TO ABILITY TO SUCCEED IN ENGLISH 100

Prepared by: M. Murphy

Presented to: Dean Groark - May 1964

The following chart is based upon the placement test (Form R) scores and final grades made by 171 of the 266 students who were registered in English 100 at Crane during the Winter Trimester 1964. Fifty-two (52) of the students took the placement test during the Autumn Trimester registration and may have been registered in 100 during the autumn as well as the winter. Form R is a twenty-minute, fifty-point test. A score of 25 or above is required for 101.

SCORE	A	B	C	D	F	W	TOTAL	PASSING	FAILING
24		3	2				5	3	2
23		2	1		2		5	3	2
22			3	1			4	3	1
21		3	1	1		1	6	4	2
20		1	7	3	1	1	13	8	5
19		2	2	1	1		6	4	2
18		2			1	1	4	2	2
17			1	2			3	1	2
16			6	1	5	1	13	6	7
15			5	3	2	1	11	5	6
14		2	4	1	7	1	15	6	9
13		1	3	8	4		16	4	12
12			4	1	4	2	11	4	7
:			3	5	2		10	3	7
10			2	3	6	3	14	2	12
9			2	3	4	1	10	2	8
8			1		1	1	3	1	2
7			2	3	4	1	10	2	8
6						1	1	0	1
5				1	1	1	3	0	3
4				2	3	T	5	0	5
3				1	1		2	0	2
2					1		1	0	1
1							0	0	0
						TOTALS:	171	65	106

PERCENTAGES OF PASSING AND FAILING GRADES IN ENGLISH 100 AND 101
WINTER TRIMESTER - 1964

	Total	Pass (C or above)	Fail (D or below, Incl. W)
ALL 101	320	132 (41%)	188 (59%)
ALL 100	266	91 (34%)	175 (66%)
DEPARTMENTAL			
TOTAL:100 &101	586	223 (37½%)	363 (62½%)
SAMPLED 100			
	171	65 (38%)	106 (62%)

PERFORMANCE OF SAMPLED 100 RELATED TO SCORES ON PLACEMENT TEST, FORM R

Scores	Total	Pass	Fail
14-25	85	47 (55%)	38 (45%)
0-13	86	18 (21%)	68 (79%)

The tabulation shows that approximately half of the students who were placed in English 100 during the Winter Trimester had made scores of 13 or less on the placement test and that nearly 80% of this group failed English 100. Since about 75% of our entering students are placed in English 100, this means that about 35% of our entering students can have little or no hope of passing the course during their first semester. These students are faced with the prospect of taking the course a second time or dropping out of school. Many become discouraged and take the latter alternative.

A reduction in the failure rate for students making a score of 13 or below on Form R (or 19 or below on Form K) could be effected by placing these students in English 98 where they would be allowed the necessary time to develop their reading and writing skills before being held to a college freshman standard.

Our present problem is that we have to hold all 100 students to a college standard at the end of one trimester or eight-week term, but to expect the lower half of our 100 classes to remedy the deficiencies they begin with in so short a time is to expect the impossible from most of them. The fact that 21% of these students were able to make passing grades in 100 suggests that English 98 should be taught with enough rigor so that about the same percentage could be exempted from English 100 and enter 101 immediately after having had 98.

APPENDIX E

ENGLISH PLACEMENT TEST FORM RS CRANE JUNIOR COLLEGE 70 Items / Time: 30 Minutes

IMPORTANT! Write the examination booklet number after your name on the answer sheet.

EXAMINATION BOOKLET NUMBER 31

Do not make any marks on the examination booklet.

Read the information on this page, but do not turn the page until the teacher tells you to begin.

ABOUT THIS TEST

This is a test of both your speed and your accuracy. Your placement depends upon the total number right; therefore, you are to work rapidly but carefully. Thirty minutes will be allowed for you to record your answers to seventy questions. All of your answers are to be recorded on a separate answer sheet. Do not make any marks in the examination booklet because it will be used by other students after you.

PART I: WRONG WORDS

Directions: Some of the sentences in this part of the test contain a wrong word. A wrong word is confused with another word because it sounds like it. Each of the numbered sentences is divided into four parts lettered A, B, C, and D. If a wrong word appears in one of these parts, blacken a space on your answer sheet to indicate the part of the sentence in which the wrong word is used. If there is no wrong word, blacken space E.

EXAMPLE: 71. A. We couldn't
B. fine any shelter
C. except under
D. a large tree.
E. NO WRONG WORD

EXPLANATION: The wrong word is <u>fine</u>. Find should have been used. Since the wrong word occurs in the part of the sentence lettered <u>B</u>, blacken space B for that item number on your answer sheet as follows:

```
     A   B   C   D   E
71. === ■■■ === === ===
```

There is only <u>one</u> correct answer for each item. You may correct a mistaken mark by erasing completely. If you do not understand the directions, the teacher will explain them further either before the test begins or during the test. If you are puzzled by the directions during the test, go quietly to the teacher for an explanation.

DO NOT TURN THIS PAGE UNTIL THE TEACHER TELLS YOU TO BEGIN.

1. A. I longed for the day
B. when I too
C. would be going along
D. with them to school.
E. NO WRONG WORD

. A. I know that
B. its only a dream,
C. but I hold
D. to it anyway.
E. NO WRONG WORD

3. A. I kept asking
B. if mother wanted help,
C. but I was to small
D. to help her.
E. NO WRONG WORD

4. A. Doing the year
B. of 1965,
C. I was a senior
D. at Harrison High School.
E. NO WRONG WORD

5. A. On our way to church,
B. we saw many people
C. standing along the road
D. looking quite sad.
E. NO WRONG WORD

6. A. As we drove by,
B. they took of their hats
C. and bowed their heads
D. to show their sorrow.
E. NO WRONG WORD

7. A. When we reached the big,
B. white church,
C. we found it filled
D. with people.
E. NO WRONG WORD

. A. I had been to church
B. many times with mother
C. and father but never
D. on an occasion like this.
E. NO WRONG WORD

. A. I tried to console mother
B. the best way I knew,
C. but that didn't seem
D. too help much.
E. NO WRONG WORD

0. A. I through for a minute
B. that it was one of the lambs
C. that had strayed
D. away from the barn.
E. NO WRONG WORD

11. A. Every since
B. that glorious day,
C. I have been
D. at peace with myself.
E. NO WRONG WORD

12. A. I didn't mine
B. being kidded about Jo Ann
C. because I knew
D. they were right.
E. NO WRONG WORD

13. A. While walking
B. through the country,
C. I saw large numbers
D. of domestic animals.
E. NO WRONG WORD

14. A. The whether was cold,
B. and water was running
C. along the gutters,
D. but the rain was over.
E. NO WRONG WORD

15. A. We were instructed
B. to go to the bakery
C. to by some pies
D. for the next day.
E. NO WRONG WORD

16. A. We would run
B. throw the woods
C. and pick wild flowers
D. to make bouquets.
E. NO WRONG WORD

17. A. After I began to fell
B. at ease in high school,
C. I had much more fun
D. and made better grades.
E. NO WRONG WORD

18. A. My brother had been ill
B. for quit some time,
C. but he never lost
D. his remarkable patience.
E. NO WRONG WORD

19. A. Sometimes I had to go
B. to the pasture
C. not far from our house
D. to get the cows.
E. NO WRONG WORD

20. A. My uncle noticed that
B. I was not around,
C. so he asked my mother
D. were I was.
E. NO WRONG WORD

21. A. I remember so well
B. the beautiful garden
C. alone the side
D. of the house.
E. NO WRONG WORD

22. A. Do to my money problems
B. I was unable
C. to attend college
D. for one year.
E. NO WRONG WORD

23. A. It all started
B. went the school
C. near our house
D. got too crowded.
E. NO WRONG WORD

24. A. Mother told me
B. that I could except
C. his invitation because
D. she approved of him.
E. NO WRONG WORD

25. A. Now and than
B. I can feel the rumble
C. of a large truck
D. passing on the highway.
E. NO WRONG WORD

26. A. You will find yourself
B. running from room to
C. room taking difference
D. kinds of tests.
E. NO WRONG WORD

27. A. Their duties range
B. from rescuing dogs
C. to on-the-scene aid
D. to and accident victim.
E. NO WRONG WORD

28. A. He tried to train Fido
B. to be a good dog,
C. but Fido didn't like
D. the ideal.
E. NO WRONG WORD

29. A. Dan had many chances
B. to here Dr. Palmer
C. discuss his cases
D. in Andy's barber shop.
E. NO WRONG WORD

30. A. I asked the counselor
B. if I could go over
C. to Tilden and take
D. there entrance test.
E. NO WRONG WORD

Directions: A NOUN is a word that has different forms like the following:
boy, boys, boy's, boys' or man, men, man's, men's.
A VERB is a word that has different forms like the following:
walk, walks, walked, walking or go, goes, went, going, gone.

Basic errors in grammar occur when a student uses one form of a noun where another form of the noun belongs or one form of a verb where another form of the verb belongs. Blacken a space on your answer sheet to indicate the part of the sentence that contains a basic error in grammar as defined above. If there is no error in grammar, blacken space E.

31. A. I had just finish
B. taking a bath
C. when the phone rang
D. and the dog barked.
E. NO ERROR IN GRAMMAR

32. A. Clara and Martha
B. are two old ladies.
C. who live next door
D. to one another.
E. NO ERROR IN GRAMMAR

33. A. When my turn came,
B. I taken a deep breath
C. and careful aim and
D. squeezed the trigger.
E. NO ERROR IN GRAMMAR

34. A. During the summer months
B. childrens run through
C. the park with their friends
D. having a good time.
E. NO ERROR IN GRAMMAR

35. A. I be so tired
B. and sleepy sometimes
C. that I can't concentrate
D. on my studies.
E. NO ERROR IN GRAMMAR

36. A. When I was in high school,
B. I participated
C. in basketball, football,
D. and tracks events.
E. NO ERROR IN GRAMMAR

37. A. I like school very much
B. and am interested in
C. learning as much as
D. I possibly can.
E. NO ERROR IN GRAMMAR

38. A. All our teachers
B. were there, and
C. for once they
D. treated us like adults.
E. NO ERROR IN GRAMMAR

39. A. In the confusion
B. of registration,
C. there were many students
D. who was completely lost.
E. NO ERROR IN GRAMMAR

40. A. As we marched
B. down the aisle
C. in our little white dresses,
D. we felt very proud.
E. NO ERROR IN GRAMMAR

41. A. Two month later
B. I went on
C. a vacation trip
D. with my aunt.
E. NO ERROR IN GRAMMAR

42. A. They wanted me to leaved
B. that Friday night
C. so I could be there
D. on Saturday night.
E. NO ERROR IN GRAMMAR

43. A. I liked this
B. very much because
C. we were always going
D. to different school.
E. NO ERROR IN GRAMMAR

44. A. I walked over to the
B. cafe and found several
C. of my friends sitting
D. there and talking.
E. NO ERROR IN GRAMMAR

45. A. It is easy to get lost
B. if you don't know
C. your way around
D. in the city.
E. NO ERROR IN GRAMMAR

46. A. I had went to sleep
B. but was awakened
C. by my mother's call
D. in half an hour.
E. NO ERROR IN GRAMMAR

47. A. There are many things
B. that has to be done
C. on a farm
D. every day.
E. NO ERROR IN GRAMMAR

48. A. Along the countryside
B. we saw cows, horses,
C. fields of corn,
D. and apples trees.
E. NO ERROR IN GRAMMAR

49. A. Parents and their children
B. were sitting on benches
C. near the two
D. big swing doors.
E. NO ERROR IN GRAMMAR

50. A. All of our buddies
B. came over on Saturday
C. to watch television
D. and eat cake and candy.
E. NO ERROR IN GRAMMAR

51. A. My mother took me
B. and my brother's
C. to visit our grandmother
D. during the summer.
E. NO ERROR IN GRAMMAR

52. A. The junior prom
B. was held
C. in the boys gym
D. that year.
E. NO ERROR IN GRAMMAR

53. A. We walked into a large
B. room where a number of
C. children were playing
D. with assorted toys.
E. NO ERROR IN GRAMMAR

54. A. When I was
B. ten year old,
C. I started taking
D. guitar lessons.
E. NO ERROR IN GRAMMAR

55. A. I was due at five,
B. but my boss
C. gave me fifteen
D. minutes longer.
E. NO ERROR IN GRAMMAR

56. A. I knew that I would be
B. one of the best dressed
C. boy in church
D. that Sunday.
E. NO ERROR IN GRAMMAR

57. A. I receive
B. my first pair
C. of shoes
D. the following day.
E. NO ERROR IN GRAMMAR

58. A. We seen
B. corn fields
C. and a few hogs
D. along the road.
E. NO ERROR IN GRAMMAR

59. A. We were thrilled
B. to see hundreds
C. of chickens, ducks,
D. turkeys and geeses.
E. NO ERROR IN GRAMMAR

60. A. He burrows deep
B. into the ground
C. when he is frighten
D. by something.
E. NO ERROR IN GRAMMAR

Placement Test Form RS

III. Vocabulary. In each of the following items, look at the first word in the line; then find the other word in the line that means the same or nearly the same as the first word. Notice the letter in front of this word, and blacken the corresponding space on your answer sheet.

61. authentic A. manuscript B. automatic C. genuine D. recording

62. parasite A. umbrella B. vehicle C. binoculars D. louse

63. mimic A. monkey B. copy C. recite D. comedy

64. deplete A. exhaust B. steal C. throw D. surrender

65. pompous A. showy B. stupid C. air pump D. expensive

66. merge A. drift B. migrate C. combine D. edge

67. patrician A. patriarch B. inheritance C. aristocrat D. person from Eire

68. diversion A. amusement B. corruption C. suspicion D. discussion

69. scrutiny A. torture B. crime C. rebellion D. inspection

70. charlatan A. lizard B. acrobat C. pretender D. songbird

This is the end of the test.

July 11, 1967

Correlations on English Placement Test Form RS

30 Minutes

Scores on Form RS related to 50 minute theme written at the end of the spring semester by students in three evening English 98/87 classes and graded by Mr. Adler

SCORES ON FORM RS	GRADES ON THEMES	INTERPRETATION
56 - 70	2 A's 1 C+	In general, ready for English 101
31 - 55	3 B's 1 B- 2 C+'s 4 C's 4 C-'s 7 D+'s	In general, ready for English 100
0 - 30	1 D+ 2 D's 2 F's	In general, ready for English 98

All students who received a theme grade of C- or above (except one who made C) scored 45 or above on Form RS.

All students who received a theme grade of D+ or below scored 44 or below on Form RS.

Total: 29 Students

SCORES ON FORM RS RELATED TO COURSE GRADES IN THREE EVENING 98 CLASSES /Spring 1967

SCORES ON FORM RS	COURSE GRADES	INTERPRETATION
56 - 70	2 A's 1 B	In general, ready for English 101
31 - 55	3 B's 13 C's 6 D's	In general, ready for English 100
0 - 30	2 D's 3 F's	In general, ready for English 98

SCORES ON FORM RS RELATED TO READING COMPREHENSION GRADE LEVELS OF 22 SUMMER INSTITUTE STUDENTS TESTED WITH GATES READING SURVEY FORM M-2 / Summer, 1967

GRADE LEVELS *--	5th	6th	7th	8th	9th	10th	11th	12th
Score on Form RS	NUMBER	OF	STUDENTS	READING	AT	EACH	GRADE	LEVEL
56 - 70					1	1	2	4
31 - 55			1	1	1	3	1	1
0 - 30	1		1	2	1			

INTERPRETATION

56 or above - Majority above 10th grade

31 - 55 Majority at 9th & 10th grade

30 or below - Majority below 9th grade

PERFORMANCE OF 177 INCOMING STUDENTS WHO TOOK ENGLISH PLACEMENT TEST,- FORM RS during Orientation Day, September 6, 1967. Ninety-eight students from this group (all scoring below 101 level on both this test and the mathematics placement test) were selected for Compensatory Education I.

Total items on test = 70. Range of scores = 7 to 67.

Mean score = 41.2. Median score = 38.5.

GRADING SCALE

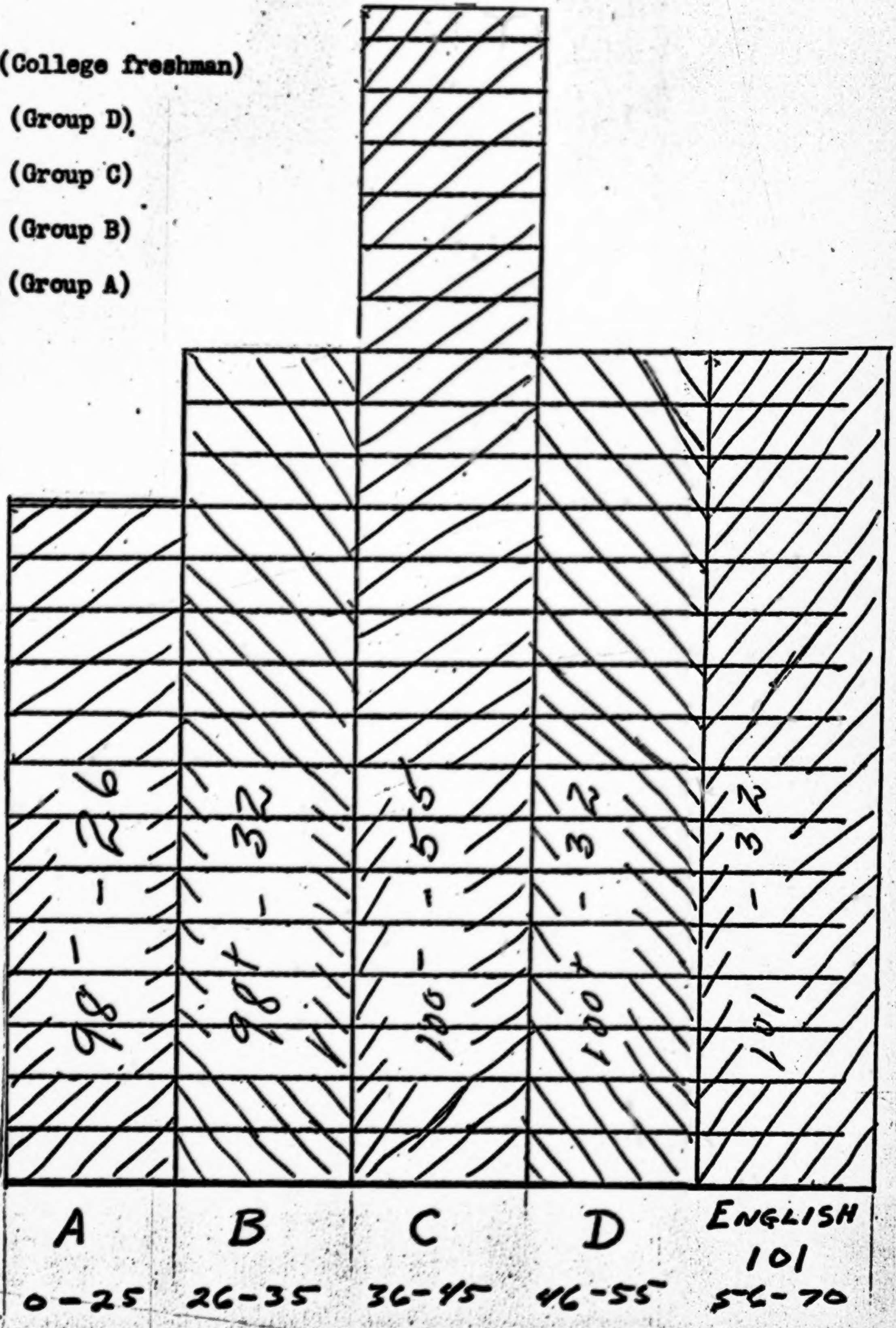
56 - 70 = 101 (College freshman)

46 - 55 = 100+ (Group D)

36 - 45 = 100- (Group C)

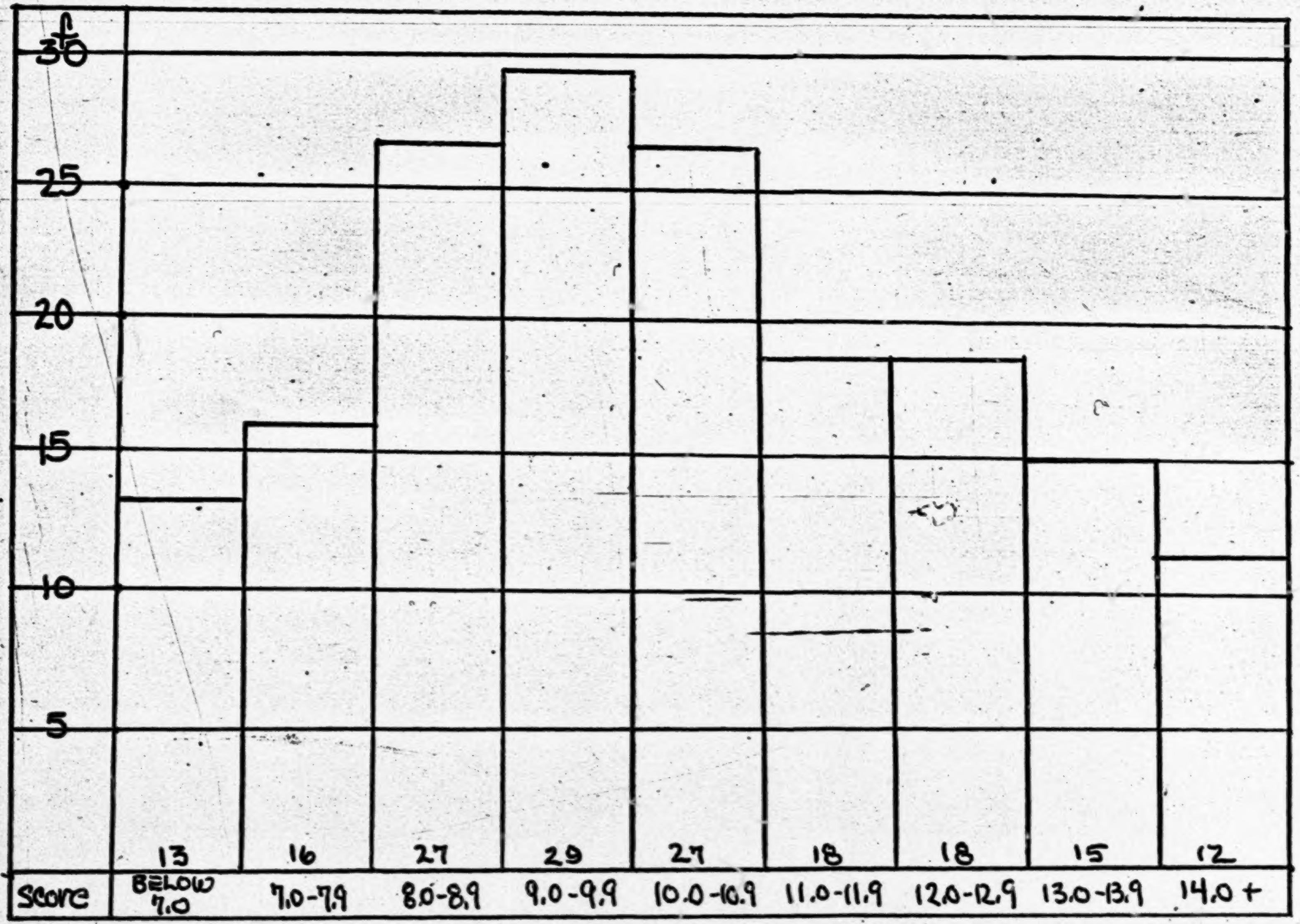
26 - 35 = 98+ (Group B)

0 - 25 = 98- (Group A)



NELSON-DENNY READING TEST
FORM A
SEPT. 6, 1967 INCOMING FRESHMEN

COMPENSATORY EDUCATION 1967-68
CRANE JUNIOR COLLEGE



N= 175
RANGE: BELOW 7.0 TO 14.0+
MEAN: 10.2
MEDIAN: 9.9

NELSON-DENNY READING TEST   COMPENSATORY EDUCATION,
FORM A   1967-68
SEPT. 6, 1967   INCOMING FRESHMEN   CRANE JUNIOR COLLEGE

FREQUENCY DISTRIBUTION

SCORE	f
14.0+	12
13.0 - 13.9	15
12.0 - 12.9	18
11.0 - 11.9	18
10.0 - 10.9	27
9.0 - 9.9	29
8.0 - 8.9	27
7.0 - 7.9	16
BELOW 7.0	13
	N = 175

RANGE: BELOW 7.0 TO 14.0+
MEAN: 10.2
MEDIAN: 9.9

APPENDIX F

English Department Report Fall, 1965

ENGLISH 98 AT CRANE DURING THE ACADEMIC YEAR 1964-65

Prepared by: M. Murphy - October 25, 1965

Winter Trimester, 1965 Passing (C or above) Failing (D, F, and W) Grades

	PASSING	FAILING
English 101	44%	56%
English 100	49%	51%
English 98	38%	62%
DEPARTMENTAL Total for 98, 100, and 101	44%	56%

This tally indicates that the expanded remedial English and reading program was a step in the right direction. It reduced the failure rate according to the prediction that I made in May of 1964!

WINTER TRIMESTER - 1965 ENGLISH 98 I.Q.

QUESTION SOMETIMES RAISED: Do English 98 students read and write poorly because of low intelligence?

The SRA Non-Verbal I.Q. Test was administered to all English 98 students (83) during the Winter Trimester 1965 with the following results:

AVERAGE I.Q. - English 98 Students

Day	94
Evening	86

The normal intelligence range on this test is 87 to 112; therefore, it would seem that the majority of our English 98 students were of normal intelligence although many of them read and write at elementary school levels. Since other facters than lack of intelligence must account for their low reading and writing skills, these students can profit from a well-planned remedial program; and some can eventually do bonafide college-level work.

CONCLUSION OF A REPORT PRESENTED TO THE CRANE JUNIOR COLLEGE FACULTY COUNCIL -- NOVEMBER 10, 1965

THE NATURE OF THE REMEDIAL PROBLEM

Our remedial students are linguistically deprived. Their speech diverges so much from standard English as to seriously handicap them in their attempts to speak, hear, read, and write standard English. Most of their serious errors in writing are phonetic transcriptions of their speech. A general characteristic of their speech is that they pronounce the beginnings of words strongly but the endings weakly or not at all; consequently, they lose the suffixes for plurals of nouns and the different forms of verbs. They confuse words like alone and along, fine and find, difference and different which are homonyms in their speech. The English teacher can point out to the student that nouns have different forms for singular and plural number and that verbs have different forms which function in different ways in sentences, but it is unlikely that the student will ever learn to correct his writing errors consistently until he is taught to recognize these distinctions in speech.

Recognizing standard English involves the ability to hear its forms as well as to speak them. There is evidence that our remedial students do not hear standard English as standard English but rather translated into the forms of their own speech. This shows up when students are asked to type from dictaphone recordings. Here are some examples of such typing (underlining mine):

Russia was our ally doing the Second World War.	(during)
Harriburg killed Alexander Hamilton in a duel.	(Aaron Burr)
I wonder if I would ever succeed.	(wondered)
There was four adolescences in the automobile.	(were - adolescents)
Students are expected to dress formally for the poem.	(prom)
Jefferson stated the ideal of American democracy.	(ideals)
The stature was erected as a memorial to the president.	(statue)
Prizes were awarded to Mike Stubbs and Bill Cribbs.	(Ike Stump - Priff)

Recognizing standard English also involves the ability to see its forms in print. There is evidence that students read printed standard English not as standard English but rather translated into the forms of their own speech. This shows up when students plagiarize or attempt to write direct quotations from a printed source.

RECOMMENDATIONS

The remedial English and reading courses that were added to the English department offerings last year were good as far as they went, but they did not go far enough. An all-school effort involving more than the writing and correcting of papers in other classes as well as English classes is needed to remedy the linguistic deprivation of many of our students. Linguistically deprived students should be identified during registration by means of testing tools especially designed for the purpose. At the beginning of their remedial work at Crane, their sight and hearing should be tested, and those with defects should be advised to consult their private physicians or referred to the proper agencies for the correction of these defects before they withdraw or fail because of them. (Perhaps the Physical Education department could do this.)

There should be coordination between different departments of the school in dealing with the common problem of linguistic deprivation. The speech and business departments, for instance, are both in need of teaching their students to hear standard English -- in speech courses as a prerequisite for speaking standard English and in typing courses as a prerequisite for typing standard English while listening to dictaphone recordings.

Students in remedial English classes can be taught to understand the forms of standard English by grammatical analysis designed to meet their needs. Since they are inclined to make all of their nouns singular, for instance, it may be practical to define a noun as a word that has separate forms for singular and plural like boy, boys and man, men. Much oral reading should be done in remedial reading classes to determine whether students see the word that is printed on the page or some other word that they confuse with it in their listening, speaking, and writing. Training in phonics, dictionary use and other methods to cope with unfamiliar words and to develop a college level reading vocabulary should be shared by the English and speech departments. The ability to read standard English in this sense is a prerequisite for Typing 117.

Students who test for remedial courses during registration should be required to begin their remedial sequence without delay, and they should be required to continue it consecutively until they reach college level or leave the college. It does little good for them or for the academic standards of the college to put English 98 students into regular college courses instead of English 98 as we have been doing. The work of the English department is seriously handicapped when, for instance, only 49 of the 104 English 98 students who were qualified at the end of the fall trimester 1964 to continue their English sequence actually did so.

M. M.

APPENDIX G

FOLLOW UP STUDY OF I. I. S. P. STUDENTS

I. Sex, age and background of I. I. S. P. students
    A. Tabulation
    B. Summary of Tabulation
II. Tabulation of subsequent grades earned in the five academic departments that contributed components to I. I. S. P.
    A. English
    B. Speech
    C. Social Science
    D. Humanities
    E. Biology
III. Interviews with three former I.I.S.P. students who are still enrolled in classes at Crane (Fall, 1968)
    A. Student 11
    B. Student 12
    C. Student 14

I. SEX, AGE, AND BACKGROUND OF I. I. S. P. STUDENTS

There were fourteen students registered in the I. I. S. P. Program which was begun in the Winter Trimester 1965-66. The initials stand for the title of the program: Intensified Interdisciplinary Study Project. The experimental program consisted of the equivalent of three hours credit each of remedial English, speech, humanities, and social science. During the spring eight-week term, a biology component was added. Numbers are used in this study instead of the names of the students; the number assigned to a student consistently refers to that student throughout the study.

A. TABULATION

STUDENT	SEX	DATE OF BIRTH	PLACE OF BIRTH	HIGH SCHOOL ATTENDED	DATE GRADUATED	DATE OF ENTRANCE CRANE COLLEGE
1	F	1/7/39	Bessemer, Ala.	Wells, Chicago	June, 1964	1/4/66
2	F	5/1/46	Chicago, Ill.	Morgan Park, Chicago	8/21/65	1/4/66
3	F	1/6/48	West Point, Miss.	Crane, Chicago	June, 1965	1/7/66
4	M	1/30/39	Panola, Ala	Crane, Chicago	Jan., 1958	2/16/58
5	M	3/31/45	Chicago, Ill.	Dunbar, Chicago	Jan., 1964	5/5/64
6	M	4/5/45	Chicago, Ill.	Crane, Chicago	June, 1965	Jan., 1966
7	M	4/11/47	Chicago, Ill.	Wendell Phillips, Chicago	Sept., 1965	Jan., 1966
8	M	4/19/46	Chicago, Ill.	Crane, Chicago	June, 1965	Jan., 1966
9	M	12/18/46	Monroe, La.	Farragut, Chicago	June, 1965	Jan., 1966
10	F	10/15/46	Yazoo City, Miss.	Hyde Park, Chicago	June, 1964	Jan., 1966
11	M	4/24/40	Memphis, Tenn.	Farragut, Chicago	Sept., 1958	1/4/66
12	F	9/8/34	Rupert, Georgia	Englewood, Chicago	Sept., 1959	Jan., 1966
13	M	1/13/47	Belzoni, Miss.	McNair, Belzoni, Miss.	May, 1965	Jan., 1966
14	F	3/20/47	Mayfield, La.	DeSoto, Mayfield, La.	May, 1965	Jan., 1966

B. SUMMARY OF TABULATION

1. SEX: 6 females, 8 males.
2. AGE AT TIME OF STARTING I.I.S.P. -- one 18, three 19, four 20, two 21, one 26, two 27, one 32.
3. PLACE OF BIRTH: 5 Chicago, 3 Mississippi, 2 Alabama, 2 Louisiana, 1 Tennessee, 1 Georgia.
4. HIGH SCHOOL: 12 Chicago, 1 Mississippi, 1 Alabama.
5. DATE GRADUATED: 8 in 1965, 3 in 1964, 1 in 1959, and 2 in 1958.
6. DATE ENTERED CRANE COLLEGE: 12 in January 1966, 1 in May 1954, 1 in February 1958.

II. TABULATION OF SUBSEQUENT GRADES

The fourteen students registered in I.I.S.P. during the Winter Trimester 1965-1966 earned the following grades: Satisfactory 8, Unofficial Withdrawal Failure 4, Official Withdrawal 2. Six of the eight students who received Satisfactory in the Winter Trimester continued I.I.S.P. during the Spring eight-week term, and all six again received Satisfactory.

II. TABULATION OF SUBSEQUENT GRADES EARNED IN THE FIVE ACADEMIC DEPARTMENTS THAT CONTRIBUTED COMPONENTS TO I.I.S.P.

A. ENGLISH

STUDENT	WINTER TRIMESTER 1966	SPRING TERM	FALL SEMESTER 1966				SPRING SEMESTER 1967				FALL SEMESTER 1967				SPRING SEMESTER 1968				FALL 1968
			I.I.S.P. 3 No. Hrs.	2.0 Gr.Pt.Av	COURSES	GRADES	No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.
1	S	S																	
2	F	EXCLUDED	DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966																
3	S	S	DID NOT CONTINUE BEYOND SPRING TERM 1966																
4	W		DID NOT CONTINUE BEYOND 2/11/66																
5	F		DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966																
6	F	EXCLUDED	DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966																
7	F	EXCLUDED	DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966																
8	W		DID NOT CONTINUE BEYOND 1/31/66																
9	S		DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966																
10	S	S	14	2.0	English 101	C	13	1.7	English 102	C	11	2.8			6	4.0			
11	S	S	11		English 100 & Reading 99	W W					8	1.8	English 100 & Reading 99	D D	6	2.0			12 hours Phy.Sci.1 Math 95
12	S	S	8	1.4	English 100 & Reading 99	D D	13	1.7	English 100 & Reading 99 English 150/151B (College Newspaper)	D D	13	1.6	English 100 & Reading 99	C C	14	1.5	English 101	D	10 hours Bus. 118, 120 & 130 Eng. 101
13	S	S	9	1.3	English 101	F	13	2.0	English 101	D	14	1.5	English 101	D	8 4	1.3 2.0	 SUMMER 1968		
14	S				English 100 & Reading 99	C C	12	2.0			11	1.6	English 101	D	14	1.5			14 hours Bus. 118, 120 & 130

II. TABULATION OF SUBSEQUENT GRADES EARNED IN THE FIVE ACADEMIC DEPARTMENTS THAT CONTRIBUTED COMPONENTS TO I.I.S.P.

B. Speech

STUDENT	WINTER TRIMESTER 1966	SPRING TERM	I.I.S.P. No. Hrs.	I.I.S.P. Gr.Pt.Av.	FALL SEMESTER 1966 COURSES	GRADES	No. Hrs.	Gr.Pt.Av.	SPRING SEMESTER 1967 COURSES	GRADES	No. Hrs.	Gr.Pt.Av.	FALL SEMESTER 1967 COURSES	GRADES	No. Hrs.	Gr.Pt.Av.	SPRING SEMESTER 1968 COURSES	GRADES	FALL 1968 No. Hrs.
1	S	S																	
2	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
3	S	S			DID NOT CONTINUE BEYOND SPRING TERM 1966														
4	W				DID NOT CONTINUE BEYOND 2/11/66														
5	F				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
6	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
7	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
8	W				DID NOT CONTINUE BEYOND 1/31/66														
9	S				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
10	S	S	14	2.0	Speech 101	C	13	1.7			11	2.8			6	4.0			
11	S	S	11		Speech 101	W					8	1.8			6	2.0			12 hours Phy. Sci. 1 Math 95
12	S	S	8	1.4			13	1.7			13	1.6			14	1.5	Speech 101	W	10 hours Bus. 118, 120 & 130 Eng. 101
13	S	S	9	1.3			13	2.0			14	1.5			8 4	[illegible] 1.0	SUMMER 1968		
14	S						12	2.0	Speech 89: Basic Speaking & Listening	W	11	1.6			14	1.5			14 hours Bus. 118, 120 & 130

II. TABULATION OF SUBSEQUENT GRADES EARNED IN THE FIVE ACADEMIC DEPARTMENTS THAT CONTRIBUTED COMPONENTS TO I.I.S.P.

C. Social Science

STUDENT	WINTER TRIMESTER 1966	SPRING TERM	FALL SEMESTER 1966				SPRING SEMESTER 1967				FALL SEMESTER 1967				SPRING SEMESTER 1968				FALL 1968
			No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.	Gr.Pt.Av	COURSES	GRADES	No. Hrs.
1	S	S		2.0															
2	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
3	S	S			DID NOT CONTINUE BEYOND SPRING TERM 1966														
4	W				DID NOT CONTINUE BEYOND 2/11/66														
5	F				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
6	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
7	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
8	W				DID NOT CONTINUE BEYOND 1/31/66														
9	S				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
10	S	S	14	2.0	So. Sci. 101	C	13	1.7	So. Sci. 102	D	11	2.8	Psychology 201 Sociology 201	A A	6	4.0	Sociology 203 Pol. Sci. 201	A A	
11	S	S	11		So. Sci. 101	W					8	1.8	So. Sci. 101	B	6	2.0	So. Sci. 102	C	12 hours Phy.Sci.1 Math 95
12	S	S	8	1.4			13	1.7			13	1.6			14	1.5			10 hours Bus. 118, 120 & 130 Eng. 101
13	S	S	9	1.3	So. Sci. 101	C	13	2.0	So. Sci. 102	D	14	1.5			8 4	[illegible] [illegible]	So. Sci. 102 SUMMER 1968	D	
14	S						12	2.0			11	1.6			14	1.5	So. Sci. 101	D	14 hours Bus. 118, 120 & 130

II. TABULATION OF SUBSEQUENT GRADES EARNED IN THE FIVE ACADEMIC DEPARTMENTS THAT CONTRIBUTED COMPONENTS TO I.I.S.P.

D. Humanities

STUDENT	WINTER TRIMESTER 1966	SPRING TERM	FALL SEMESTER 1966				SPRING SEMESTER 1967				FALL SEMESTER 1967				SPRING SEMESTER 1968				FALL 1968
	I.I.S.P.		No. Hrs.	Gr.Pt.Av.	COURSES	GRADES	No. Hrs.	Gr.Pt.Av.	COURSES	GRADES	No. Hrs.	Gr.Pt.Av.	COURSES	GRADES	No. Hrs.	Gr.Pt.Av.	COURSES	GRADES	No. Hrs.
1	S	S		2.0															
2	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
3	S	S			DID NOT CONTINUE BEYOND SPRING TERM 1966														
4	W				DID NOT CONTINUE BEYOND 2/11/66														
5	F				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
6	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
7	F	EXCLUDED			DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
8	W				DID NOT CONTINUE BEYOND 1/31/66														
9	S				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
10	S	S	14	2.0	Humanities 201	B	13	1.7			11	2.8			6	4.0			
11	S	S	11								8	1.8			6	2.0			12 hours Phy.Sci.1 Math 95
12	S	S	8	1.4			13	1.7			13	1.6			14	1.5			10 hours Bus. 118, 120 & 130
13	S	S	9	1.3			13	2.0			14	1.5	Humanities 201	D	8 4	[illegible] 2.0	 SUMMER 1968		Eng. 101
14	S						12	2.0			11	1.6			14	1.5			14 hours Bus. 118, 120 & 130

II. TABULATION OF SUBSEQUENT GRADES EARNED IN THE FIVE ACADEMIC DEPARTMENTS THAT CONTRIBUTED COMPONENTS TO I.I.S.P.

E. Biology

STUDENT	WINTER TRIMESTER 1966	SPRING TERM	I.I.S.P.	FALL SEMESTER 1966 No. Hrs.	Gr.Pt.Av	COURSES	GRADES	SPRING SEMESTER 1967 No. Hrs.	Gr.Pt.Av	COURSES	GRADES	FALL SEMESTER 1967 No. Hrs.	Gr.Pt.Av	COURSES	GRADES	SPRING SEMESTER 1968 No. Hrs.	Gr.Pt.Av	COURSES	GRADES	FALL 1968 No. Hrs
1	S	S																		
2	F	EXCLUDED				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
3	S	S				DID NOT CONTINUE BEYOND SPRING TERM 1966														
4	W					DID NOT CONTINUE BEYOND 2/11/66														
5	F					DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
6	F	EXCLUDED				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
7	F	EXCLUDED				DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
8	W					DID NOT CONTINUE BEYOND 1/31/66														
9	S					DID NOT CONTINUE BEYOND WINTER TRIMESTER 1966														
10	S	S		14	2.0	Biology 111	C	13	1.7	Biology 112	D	11	2.8			6	4.0			
11	S	S		11								8	1.8			6	2.0			12 hours Phy.Sci. Math 95
12	S	S		8	1.4	Biology 101	C	13	1.7			13	1.6			14	1.5			10 hours Bus. 118 120 & 13 Eng. 101
13	S	S		9	1.3			13	2.0	Biology 101	A	14	1.5	Biology 112	C	8 4	1.3 1.0	SUMMER 1968 Biology 111	C	
14	S							12	2.0			11	1.6			14	1.5	Biology 112	W	14 hours Bus. 118 120 & 13

III. Interviews with three former I.I.S.P. students who are still enrolled in classes at Crane (Fall semester, 1968)

A. Student 11 (Male, now 28 years old)

Asked if he was satisfied with I.I.S.P., student 11 replied that it was a good program. His only criticism was that he felt that his English preparation was insufficient in I.I.S.P. Asked if he could say in just what way the English part of the program failed him, he said that he needed more grammar. His main problem in college, he said, has been the amount of hours per week that he has worked on jobs while attending college. He said that he was working 40 to 50 hours per week at the time he was enrolled in I.I.S.P. The following semester (Fall 1966) he was constrained to withdraw from all of his courses because his work hours were changed from nights to days. He said that he is now working on two jobs besides attempting to carry 12 hours in evening school. He wants to major in sociology and had this goal before entering I.I.S.P.

B. Student 12 (Female, now 34 years old)

Asked if she was satisfied with I.I.S.P., student 12 said that she was. She said that she was particularly well satisfied with the English part of the program which is interesting since she subsequently failed English 100 & Reading 99 twice and English 101 once (a grade of D is considered failing in the composition sequence at Crane since a C or better is required to be promoted to the next higher course in the sequence). Student 12 is strongly "establishment oriented" and seemed eager, even anxious, to say good things about the program. She also had high praise for the speech component of the program although she had registered for Speech 101 in the Spring semester, 1968 and had withdrawn from the course. She cited how her speech training at Crane had helped prepare her for her present job in which she sometimes has to give short talks to the other employees to remind them of their responsibilities to the company.

Student 12 is now majoring in Business courses at Crane and aspires to do secretarial work. She had this goal before entering I.I.S.P. She is now working 40 hours per week while carrying a college load of ten hours.

C. Student 14 (Female, now 21 years old)

Asked if she was satisfied with I.I.S.P. , student 14 said that she was. She said that she was handicapped in coping with college-level work because she had attended school in a southern state and that I.I.S.P. had helped prepare her for college level courses. She said, however, that she had not liked the biology and speech components of the program, biology because she did not like the subject and speech because the teacher was too hard. She said that she liked the English component.

Student 14 is now majoring in Business courses at Crane and aspires to be a certified public accountant. She is now working 20 hours per week while carrying a college load of fourteen hours.

All three of the students interviewed cited the individual attention that was available to them in I.I.S.P. as an advantage of the program.

IV. Conclusions:

The interviews point up again (as Mr. Kadota did on page 76) the handicap that the students' hours on the job is for the success of any inner-city college remedial program. The follow-up data (particularly the fact that only five of the original fourteen students continued beyond I.I.S.P.) raises questions about the philosophy and methodology of the program. One of the questions is whether or not the tutorial method is best to serve the needs of hard-core remedial students (as Mr. Roth asserts on page 88, number 6). Besides the financial unfeasibility of a tutorial program to serve the great numbers of remedial students who come through the open door, there is also the fact that some things are better done in groups of varying sizes such as we have had in the Compensatory Program. I view the development of group identity through some of these activities as a major factor in the low drop-out rate of the Compensatory Program (see the first full paragraph on page 109). A student-teacher ratio of 25 to 1 is too high for a remedial program, particularly if the faculty is expected to be imaginative and innovative while keeping a record of data to evaluate the program, but a student-teacher ratio of 5 to 1 is not needed to run a successful remedial program; in fact, it may even be a handicap. The ideal student-teacher ratio lies somewhere between these two extremes.

I shall not presume to evaluate the I.I.S.P. program on the basis of the data that has been available to me. I was not involved in that program, and I lack essential data (such as pre- and posttest scores) for an evaluation of the program. The significance of conclusions that could be drawn from an educational program that enrolled only fourteen students is doubtful, but a great amount of faculty effort and time went into I.I.S.P., and someone who was involved in the program and who has all of the data at hand should undertake the task of answering, as satisfactorily as possible under the circumstances, the questions which are implicit in this follow up study.

APPENDIX H

CHAIRMAN'S REPORT TO THE ENGLISH DEPARTMENT ON THE RESULTS OF PRE- AND POST-TESTING DURING THE ACADEMIC YEAR 1966-67

Results of English 98 Pre- and Post-testing   Fall Semester, 1966

Gates Reading Survey Form M 1

Teacher	Average Beginning Grade Level	Average Ending Grade Level	Average Improvement
A	9.0	10.2	1.2
B	8.2	9.5	1.3
C	7.6	11.2	3.6
D&E	8.5	8.7	.2

Summary: Day students did better than evening students. Teacher C's students, who did not have speech 88, did better than either Teacher A's or Teacher B's who did.

Beginning and Ending Themes

Only teachers A and C evaluated beginning themes according to composition levels: 98, 100, or 101.

Teacher A had 25 students who went from the 98 level to the 100 level, 10 students who remained at the 98 level, and 2 students who went from the 98 level to the 101 level.

Teacher C had 19 students who went from the 98 level to the 100 level and 14 students who remained at the 98 level.

Ending themes were graded by another English 98 teacher.

Results of English 98 Pre- and Post-testing Fall Semester, 1966

Teacher A	2 day classes with Speech 88	35 Students
Teacher B	2 day classes with Speech 88	39 Students
Teacher C	2 day classes without Speech 88	37 Students
Teachers D&E	4 evening classes without Speech 88	31 Students

Form A* Improvement Scores

Form A was administered at the beginning and again at the end of the semester. The average number of points gained per student are as follows:

Teacher A	29 points
Teacher B	28 points
Teacher C	34 points
Teachers D&E	19 points

The students who gained 40 points or above on the 150 point test are as follows:

Name	From	To	Gain	Course Grade
Lavoil Elkins	72	117	45	C
Rufus Walls	54	128	74	C
John Burns	48	100	52	C
Jesse Crockett	80	122	42	C
Henry English	51	94	43	C
Frank Butts	58	98	40	D
Oscar Jackson	42	124	82	C
Thomas Roberson	50	91	41	D
Lamar Toney	84	129	45	C
Melinda Wallace	54	123	69	C
Betty Warfield	50	115	65	C
Arthur Doggon	50	103	53	D
Eddie Franklin	87	130	43	B
Owen Williams	41	90	49	D
Jessie Whorley	46	87	41	D
Elam Sharkey	71	114	43	C
Darnell Johnson	61	101	40	D
Hermon Walker	76	120	44	C
Andrew Calhoun	87	131	44	B
Wilson Robinson	42	83	41	D

Three of the students listed were in Teacher A's classes; four were in Teacher B's classes; eleven were in Teacher C's classes, and two were in Teachers D&E's classes.

Summary:
Day students did better than evening students. Teacher C's students, who did not have speech, did better than either Teacher A's or Teacher B's.

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*A copy of English 98 Final Examination, Form A is included at the end of this appendix.

CRANE JUNIOR COLLEGE ENGLISH DEPARTMENT

Results of Pre- and Post-testing in Composition Courses during Academic Year 1966/67

ENGLISH 98
Class Averages

Fall Semester Day Teachers	Classes	Form A Beginning	Form A Mean Improvement Scores	Gates Reading M-1 Beginning Mean Grade Levels	Gates Reading M-1 Ending	Gates Reading M-1 Improvement	Theme Improvement
A	2 w. sp.		29	9.0	10.2	1.2	
B	2 w. sp.		28	8.2	9.5	1.3	
C	2 without sp.		34	7.6	11.2	3.6	
Night teachers							
D&E	4 without sp.		19	8.5	8.7	.2	
Fall Semester Eng. 98 Averages			28	8.3	9.9	1.6	

Spring Semester Day Teachers	Classes	Form A Beginning	Form A Improvement (Mean Scores)	Gates Form M-2 Beginning Mean Reading Grade Levels	Gates Form M-1 Ending	Gates Improvement	Theme Improvement
Adler	(without sp.) 98 DE	88	13	9.2	10.0	.8	54%
Adler	(with speech) 98 AB-1	72.8	8	7.4	88.6	1.2	27%
Crewdson	(with speech) 98 AB-2	56	22	7.0	8.23	1.3	46%
Crewdson	(without sp.) 98 GH	77.7	15	8.2	9.2	1.3	46%
Night teachers (without sp.)							
Murphy	98 SU	76	18	7.8	88.8	1.0	40%
Murphy & Evans	98 RT	83	10	8.6	9.0	.4	53%
Spring Semester Eng. 98 Mean Scores		76	14	8.0	9.0	1.0	44%
Recapitulation of Fall Semester Mean Scores			28	8.3	9.9	1.6	

PERFORMANCE ON GATES READING TEST Fall 1966

41 students -- Eng. 100 & 99 Day Program

	Sept.	Jan.
Average score	9.7	10.4
High score	11.3	12.0
Low score	7.0	7.7
Median score	9.7	10.6

PERCENTAGE OF STUDENTS PLACING IN GRADES 7 THROUGH 12

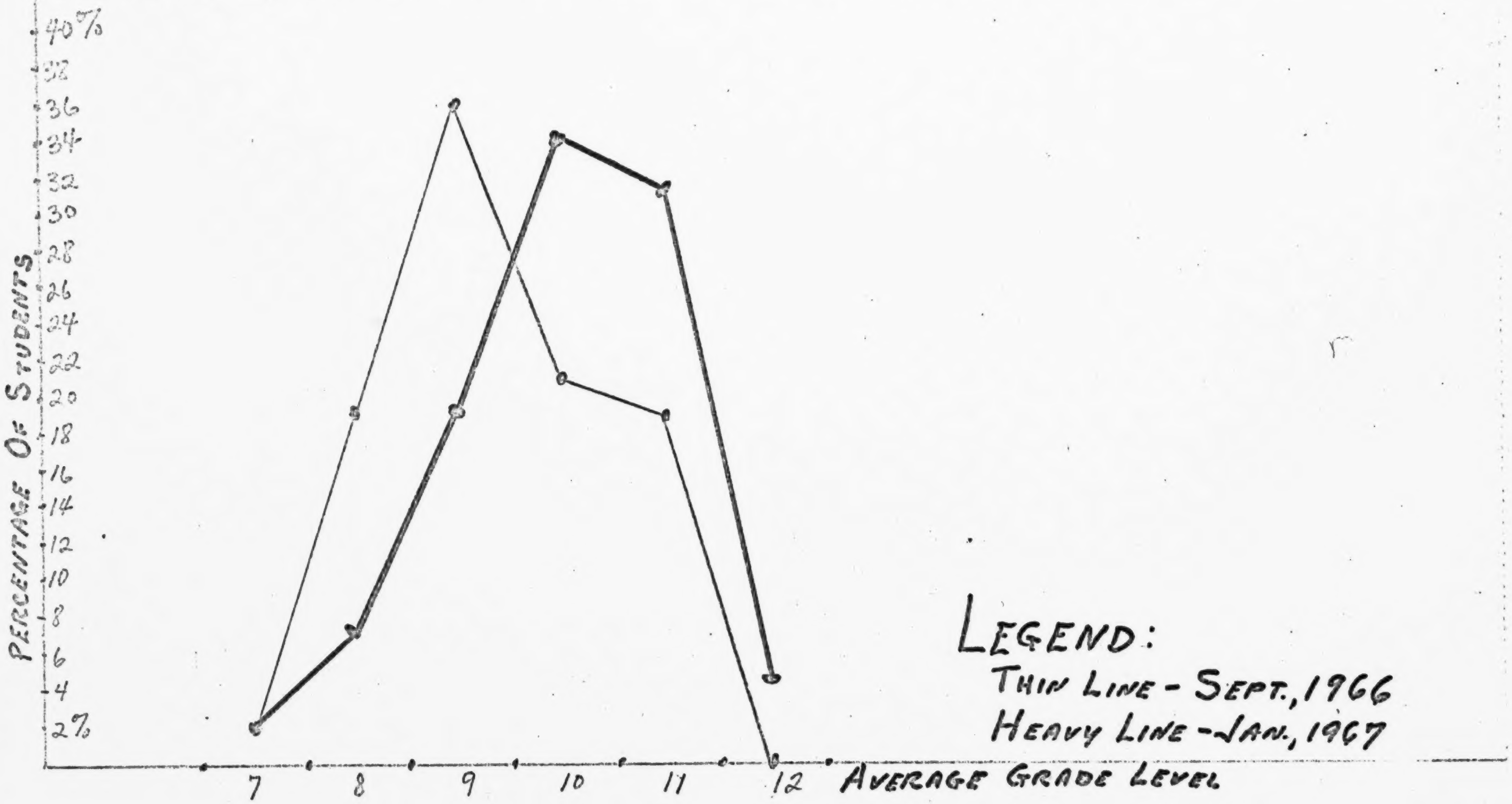
	7	8	9	10	11	12
			September			
Grades	7	8	9	10	11	12
Percentage	.02	.19	.36	..21	.19	.00
			January			
	.02	.07	.19	.34	.31	.04

Sept. Placement in Grades 7 - 9 -- 57% 10 - 12 -- 30%

Jan. " " " 7 - 9 -- 28% 10 - 12 -- 69%

This information is graphically represented on the following page.

FALL SEMESTER, 1966 - PERCENTAGE DISTRIBUTIONS OF 41 ENGLISH 100/99 DAY STUDENTS BY AVERAGE GRADE LEVEL SCORES ON GATES READING SURVEY-FORM M-1



PERFORMANCE ON FORM J Fall 1966

39 students -- Eng. 100 & 99 Day Program

	Sept.	Jan.
Average score	26	32
High score	45	63
Low score	10	15
Median score	27	26
Average score of students placing below median	17	20
Average score of students placing above median	35	41

PERFORMANCE ON ENG. 100 & 99 FINAL EXAMINATION

74 students -- Day Program

A	B	C	D	F
.01	.21	.24	.40	.12

Passing 46% Failing 52%

32 students -- Evening Program

A	B	C	D	F
.00	.09	.25	.28	.37

Passing 34% Failing 65%

106 students -- Entire Program

A	B	C	D	F
.009	.18	.24	.37	.20

Passing 43% 57%

CRANE JUNIOR COLLEGE ENGLISH DEPARTMENT

Results of Pre- and Post-testing in Composition courses during Academic Year 1966-67

ENGLISH 100

Spring Semester					Gates Reading			
		Form K		Mean	Form M-2		Form M-1	Theme
Day Teachers	Classes	Beginning	End	Improve.	Beginning	End	Improve.	Improve.
		Mean Scores		Score	Mean Grade Levels			
Teacher 1	100/99 D-2	23	25	2	9.6	--	--	--
Teacher 1	100/99 H-2	22.5	21.5	-1.5	9.2	--	--	--
Teacher 2	100/99 GH	17.6	17.8	.2	19.3	9.7	.4	58%
Teacher 2	100/99 DE	26.8	26.2	-.6	10.3	10.7	.4	69%
Teacher 2	100/99 AB	22.0	24.0	2.0	9.8	10.4	.6	67%
Teacher 3	100/99 JK	18.0	26.5	8.5	9.5	10.0	.5	89%
Teacher 4	100/99 H-3	22.7	31.2	8.5	8.8	9.8	1.0	100%
EVE. TEACHERS								
Teacher 5	100/99 S	21.0	22.0	1.0	8.8	9.2	.4	69%
Teacher 5	100/99 RT	19.2	24.5	5.3	9.4	10.2	.8	78%
Spring Semester Total Mean Sc.		21.4	24.3	2.9	9.4	10.0	.6	76%
Fall Semester Total Mean Scores					9.7	10.4	.7	
Fall Eng. 98 Total Mean Scores					8.3	9.9	1.6	
Spring Eng. 98 Total Mean Scores					8.0	9.0	1.0	44%

Cut-off Scores for Form K When it is Used as a Placement Test (Scale provided by Dr. Moughamian)

44 to 70	Accelerated 101
28 to 43	English 101
19 to 27	English 100
0 to 18	English 98 or Basic Program

Form K is similar in format to Form R (See Appendix A, P. 123) except that Form K has a reading comprehension section, contains 70 items, and is administered in 40 minutes.

English Examination Crane Junior College Form A

I. SPELLING.

Directions: In each of the following items, one word may be misspelled. After each item number on your answer sheet, blacken the one space indicating the misspelled word. If all the words are spelled correctly, blacken space E.

1. A. favorite B. feminine C. firy D. film E. None misspelled
2. A. although B. arctic C. arguement D. athlete E. none misspelled
3. A. purnishment B. pursue C. receive D. recognized E. none misspelled
4. A. registration B. reminded C. responsibility D. restaurants E. none misspelled
5. A. neighbour B. necessarily C. noise D. noticeable E. none misspelled
6. A. behind B. Beginners C. bakery D. auditorium E. none misspelled
7. A. picnic B. philosophy C. preform D. perfect E. none misspelled
8. A. beige B. birth C. beyond D. believe E. none misspelled
9. A. occupation B. possessing C. panicked D. occurring E. none misspelled
10. A. intergration B. knowledge C. juvenile D. interest E. none misspelled
11. A. museum B. ministry C. ment D. laboratory E. none misspelled
12. A. grammar B. goning C. globe D. fundamental E. none misspelled
13. A. sympathetic B. strength C. surroundings D. suprise E. none misspelled
14. A. did'nt B. differences C. disagree D. dining E. none misspelled
15. A. sensable B. secretary C. scarcely D. satellites E. none misspelled
16. A. pigeon B. poverty C. practical D. perparing E. none misspelled
17. A. crowded B. convertible C. control D. contempt E. none misspelled
18. A. seperate B. similar C. shopping D. shining E. none misspelled
19. A. brilliantly B. casual C. bussiness D. bureau E. none misspelled
20. A. fulfillment B. friendly C. fourth D. frist E. none misspelled
21. A. tough B. through C. throught D. though E. none misspelled
22. A. enough B. emphasized C. durning D. does E. none misspelled
23. A. allways B. adequate C. across D. acquire E. none misspelled
24. A. studying B. succesive C. supervise D. supreme E. none misspelled
25. A. horror B. hearing C. harbor D. guide E. none misspelled
26. A. extremely B. existence C. environment D. enterance E. none misspelled
27. A. taught B. thoroughly C. thrity D. therefore E. none misspelled
28. A. presence B. psychology C. probably D. prision E. none misspelled

Spelling — continued

29. A. initiative B. infancy C. independance D. icicle E. none misspelled

30. A. speach B. special C. sociology D. sitting E. none misspelled

31. A. confusion B. concise C. citizens D. choclate E. none misspelled

32. A. tragedy B. wheather C. wasn't D. truly E. none misspelled

33. A. develop B. definition C. decision D. cruelties E. none misspelled

II. VOCABULARY Directions: In the following items, blacken the one space indicating the best synonym for the word on the left (the expression that comes closest to it in meaning).

34. amputated A. inflated, B. cut off, C. added, D. attributed a fault, crime, etc. to a perso

35. raucous A. a political meeting, B. inflamatory, C. unfeeling, D. rough-sounding.

36. transition A. passage from one place, condition, or action to another, B. that which is changed into another language, C. various modes of travel and their concomitant D. an official investigation.

37. proclaiming A. alleging, B. making a statement in favor of, C. making known by announcing in a public place, D. filing a counter-claim.

38. efficacy A. a nostrum, B. keenness in mental penetration or discernment, C. power to produce results, D. a crude image of a disliked person.

39. fatigued A. made overweight, B. made tired, C. made angry, D. made happy.

40. pungency A. a ward to which those guilty of punning are committed, B. an agency for the propagation of punning, C. an emergency condition caused by punning, D. quality of producing a sharp sensation of taste and smell.

41. fortitude A. a solidly constructed stronghold, B. strongly articulated, C. moral strength or endurance, D. a period of two weeks.

42. consultation A. the preservation of natural resources, B. a circumstance to be taken into account, C. mental disposition, D. a meeting for deliberation.

43. converging A being won over to righteousness, B. being engaged in conversation, C. movi toward the same place, D. branching outward.

44. deter A. to discourage, B. to tip periously, C. an instrument or device to measure the amount of liquid, gas, electric current, etc., D. 39.37 miles.

45. oblivious A. having greater length than width, B. pale, C. disgusted, D. unmindful.

46. lapsed A. collapsed, B. invalid due to non-payment, C. held tightly, D. trapped.

47. reproach A. drawing near, B. a theft, C. cause of blame, D. any of a large group of swift-running, chiefly nocturnal insects, many of which are household pests.

48. beatitude A. attractiveness, B. blessedness, C. reluctance, D. eagerness.

49. contorted A. associated with, B. unimproved, C. twisted, D.. replied.

50. menace A. a blunt, axe-like weapon, B. a collection of wild animals kept for exhibition, C. that which threatens harm, D. a lie.

Vocabulary--continued

51. degradation A. a gradual rise, B. a classification according to degrees, C. a malignant, contagious epidemic, D. state of being reduced in rank, honor, etc.

52. conjecture A. a jumble, B. corrugated box, C. speech, D. guess.

53. remorse A. system of clicks used in correcting telegraph messages that have been wrongly coded, B. distress caused by a sense of guilt, C. located far from a specified point D. to refrain from exacting or afflicting, as a penalty.

54. perforated A. leafed out, B. pierced, C. criticized, D. immunized.

55. heinous A. fermented, B. obvious, C. hind quarter of beef, D. hateful, E. refusal.

56. condone A. a large vulture of the South American Andes, with black plumage, bare head and neck, and a ruff of downy white feathers at the base of the neck, B. approve of, C. to occur at the same time, D. censure, E. make concise.

57. trivial A. in the Middle Ages, the lower division of the seven liberal arts, B. the Trinity, C. exultation or joy, D. any of three persons associated in office or authority, E. petty.

58. potentially A. having authority or power, B. tot actually but possibly, C. kingly, D. nominally, E. provisionally.

59. depravity, A. an excavation, B. an insult, C. wickedness, D. guilty of high seriousness, E. a decrease in the value of property.

60. temperate A. moderate, self-restrained, B. subject to tantrums, C. the degree of hotness or coldness of anything, D. not permanent, E. to suit one's actions to the occasion or time.

61. indulgence A. gratification of a desire, B. an interfering, C. persuasion, D. any branch of trade, business, production, or manufacture, E. initiation.

62. intimating A. to force or deter with threats or violence, B. to offer for sale, C. the manne of producing speech sounds with regard to the rise and fall of pitch, D. official timing as for a race, E. suggesting.

63. discretion A. hardened deposits on the coast of guinea, B. an act of hostility, C. an illicit act, D. power to act according to one's judgment, E. a verbal exchange of information or opinions.

64. consequence A. punishment, B. result, C. extravagance, D. arranged in a regular order, E. nonsense.

65. judicious A. having the legal authority to judge, B. wise and careful, C. slanderous, D. degasing or corrupting, E. difficult.

66. imperceptible A. gradual, B. sudden, C. intoxicating, D. depressing, E. decaying.

67. sanguine A. addicted to wine, B. unlucky, C. cheerful, D. reckless, E. cautious.
68. exhilarate A. castigate, B. exonerate, C. make one feel guilty, D. make one feel unhappy, E. make one feel joyous.
69. speculation A. conjecture, B. elevation, C. appearance of a specter, D. process of removing corrosion, E. rejoicing.
70. baseness A. quality of having a firm foundation, B. quality of being morally low, C. quality of having a low voice, D. center of widespread operations, E. lowness in spirits.

III. Wrong Words. Directions: Some of the following sentences contain wrong words. A wrong word is confused with another word because it sounds like it. The following sentence contains a wrong word. See if you can find it.

We couldn't fine any shelter except under a large tree.

The wrong word is fine. Find should have been used.

Read each of the following sentences carefully. If you find a wrong word, blacken space A on your answer sheet. If the sentence does not contain a wrong word, blacken space B. Here is a key to remind you what space to blacken:

A = WRONG WORD
B = NO wrong word

71. As the football season went along, the whether began getting colder.

72. I didn't have any ideal I was going to make the team.

73. Then it forms small squares about the size of an orange seed.

74. We had a day an a half to travel.

75. Everything was quiet; then the fire alarm sounded.

76. We would quietly steal away from the house and run down to the brook where we would take of our clothes and go for a swim.

77. I was borne twenty years ago on the fifteenth of May.

78. Then I beat the cake batter for about five minutes.

79. Their was a swimming pool in the center of the ground.

80. It was than that I understood the meaning of Thanksgiving.

81. I had for many years celebrated Thanksgiving with no through in mind.

82. One Thanksgiving day, in the midst of all of the confusion of cooking, I asked myself just what it meant to me.

83. Many of the 4A division teachers went to.

84. The lesson wasn't as hard as I though it would be.

85. Every Friday we would have an arithmetic test to see who was at the head of the class.

86. We had no means of transportation, a the only way we could get to school was to walk.

87. One the way to Evansville, we had a flat tire.

88. My father came home from work and said that very soon we would have a new home.

89. I never went that way alone again after that.

90. Finally my uncle asked my mother were I was.

More Wrong Words. Directions: Read each of the following sentences carefully. If you find a wrong word in the sentence, blacken space A on your answer sheet. If the sentence does no contain a wrong word, blacken space B. Here is a key to remind you what space to blacken.

A = Wrong Word
B = No Wrong Word

91. My mother had the operation, and after a few days she was during fine.

92. She is a kind and friendly person who always wheres a smile and loves children.

93. The halls of the school were long and quiet which made me feel as if there were no one in the building but the principal and me.

94. After we looked at our cherry pie, we decided to through it away because it was all smoked up.

95. I was completely at a loss for words.

96. I attended Farragut High School for too years.

97. I had to walk thought a woods to get to school when I was in the first grade.

98. We had a career day for helping the students to make up their minds about what they wanted to become in this world.

99. The thing that made me happiest was the through that I had finally made it.

100. I was told to find the dean to ask if I could be registered even though I had come one day too early for new students.

101. There is a lot of different between the city and country life.

102. It felt as if pins were sticking through me.

103. Mary caught a butterfly and tied a string to its wing.

104. He had tough at Crane High School before he came to Farragut High School to teach drama.

105. In certain spots the grass was greener then it was in others.

106. This was the first time that I every lived on the second floor like this.

107. Most of the time they would tell me that it was their first time here too.

108. After taking the English test and filling out some forms for the registrar's office, I thought everything was all right.

109. Then I found out that I had filled my English test.

110. A very nervous feeling ran through my body.

IV. GRAMMAR. Directions: Read each four-line sentence and decide whether there is an error in grammar in one of the four parts. If so, note the letter printed before that part of the sentence and fill in the space under that letter on your answer sheet. If there is no mistake in grammar, fill in the space under E for that item number. Study the following examples before starting this part of the test.

EXAMPLE ONE

A. I have seen many occasion
B. when teenagers
C. have shown themselves
D. to be hostile. E. (No error)

Explanation: Occasion is wrong. Occasions should have been used; therefore, the correct answer would be A.

EXAMPLE TWO

A. I added the cows
B. to the story
C. to describe the event
D. more vivid.
E. (No error)

Explanation: Vivid is wrong. Vividly should have been used; therefore the answer would be D.

EXAMPLE THREE

A. The water froze
B. and the trees
C. which were once green became bare
D. with snowflakes on its branches.
E. (No error)

Explanation: Its is wrong. Their should have been used; therefore, the answer would be D.

EXAMPLE FOUR

A. He was always dressed
B. in coveralls
C. which were cover
D. with some kind of dirt. E. (No Error)

Explanation: Cover is wrong. Covered should have been used; therefore, the answer would be C.

EXAMPLE FIVE

A. Our home in the country
B. was a six rooms bungalow,
C. with two enormous elms
D. in the front lawn.
E. No error

Explanation: Rooms is wrong. Room should have been used; therefore, the answer would be B.

EXAMPLE SIX

A. He filled his ship
B. with famous people
C. and sanked it
D. one cold April night.
E. No error

Explanation: Sanked is wrong. Sank should have been used; therefore, the answer would be C.

EXAMPLE SEVEN

A. I turn and walked toward him
B. with tears in my eyes;
C. I was trying not to cry,
D. but I couldn't hold back the tears.
E. No error

Explanation: Turn is wrong. Turned should hav been used; therefore, the answer would be A.

EXAMPLE EIGHT

A. My brothers knew exactly
B. what their chores were,
C. for they had done them
D. many times before,
E. No error

Explanation: There is no error in grammar in the sentence; therefore, the answer would be

There is no more than one wrong line in any sentence (and some sentences contain no mistake). If you are not sure of any item, mark the choice which is your best guess, but mark only one choice per item.

111. A. Glenda decided
B. to leaved the field
C. and go down
D. to the lake.
E. No error

112. A. Uncle Toby was well dress
B. and ready to ask
C. the widow Wadman
D. to marry him.
E. No error

113. A. It was a cool October evening
B. when Robert founded himself
C. carelessly walking down
D. one of his favorite streets.
E. No error

114. A. One of the cars
B. that I hit
C. had receive
D. a broken windshield.
E. No error

115. A. The policeman
B. gave James
C. three tickets
D. and took him to jail.
E. No error

116. A. You could smell
B. the disagreeable odor
C. of cigarettes smoke
D. in the deserted room.
E. No error

117. A. Louis, in turn,
B. gained the distinction
C. of having fought
D. his worse bout.
E. No error

118. A. It was
B. the most unhappiest event
C. of my life,
D. and I'm glad it's over.
E. No error

119. A. She was always giggling
B. and getting the other children
C. at that table
D. in trouble.
E. No error

120. A. The trip
B. took about
C. nine hour
D. and a half.
E. No error

121. A. Albert tried
B. in many ways
C. to break the barrier
D. between he and the other boys.
E. No error

122. A. What causes
B. a teen-ager to do
C. the wild things
D. they do?
E. No error

123. A. When everyone began to get bored,
B. the band began to play;
C. and everyone started
D. to look lively again.
E. No error

124. A. John
B. and me
C. said,
D. "No!"
E. No error

125. A. The man explained
B. what she were to do
C. very carefully,
D. but she still didn't understand.
E. No error

126. A. As far as education is concerned,
B. the citizens of Chicago
C. are limited only
D. by his own ability.
E. No error

127. A. Sometimes when we be leading
B. by a big margin,
C. we all got to play;
D. but these occasions were rare.
E. No error

128. A. I hope that you
B. and yours are well
C. when these few lines
D. reaches you.
E. No error

129. A. A little later
B. Larry walk me upstairs,
C. and we talked
D. outside our classroom door.
E. No error

130. A. She lives
B. in a six-room apartment
C. with her parents
D. and two sisters.
E. No error

131. A. *Sam and George was walking*
B. down the street
C. talking about the good old days
D. when they were boys.
E. No error

132. A. I plays rings
B. around Larry and Dan,
C. now that I
D. have had a little practice.
E. No error

133. A. After I got the news,
B. I could hardly wait for the bell to ra
C. for school to dismiss
D. so that I could run home ..
E. No error

134. A. After I found out
B. that I had made the team,
C. I practiced twice as hard
D. as I had before.
E. No error

135. A. Long before the sun had risen,
B. Uncle Julius had gone to the field;
C. and I had gone to see
D. Jim pulled the plow.
E. No error

136. A. If you couldn't get to class on time,
B. you were late;
C. and if you were late four times,
D. your mother had to come to school.
E. No error

137. A. In the park,
B. there were chickens,
C. geese, duck,
D. and other birds.
E. No error

138. A. That Thanksgiving day
B. we got up early
C. and done our chores
D. as quickly as possible.
E. No error

139. A. To began with,
B. I was very shocked
C. by the bitter coldness
D. in Chicago.
E. No error

140. A. I left home early
B. with two of my friends;
C. we wanted to stay
D. all day on the beach.
E. No error

141. A. While mother and sister
B. was preparing dinner,
C. we played records
D. and danced.
E. No error

142. A. While we were dancing,
B. we could smell the aroma from the turkey
C. that my mother was preparing
D. with her new recipe.
E. No error

143. A. The first five year
B. were the happiest years,
C. but in 1942
D. my grandmother died.
E. No error

144. A. After our program was over,
B. Mrs. Cohen taken everyone out for dinner,
C. and we had a wonderful
D. evening meal downtown.
E. No error

145. A. I weighed eight pounds at birth;
B. and when I was three weeks old,
C. my parents took me to their church
D. to be baptized.
E. No error

146. A. About an hour before the party started,
B. Tom's father came by to inform me
C. that he wouldn't be able to come
D. because he had just broke out with measles
E. No error

147. A. Grandmother house
B. is three stories high
C. and is called
D. a six-flat building.
E. No error

148. A. My mother took me by the hand
B. and lead me into the room
C. where she introduced me
D. to my first teacher, Miss Stone.
E. No error

149. A. The first miserable thing
B. was getting up so early
C. when I was use
D. to sleeping late.
E. No error

150. A. My high school days
B. were very exciting
C. because everything was so much different
D. from the way it was in grammar school.
E. No error

This is the end of the test. If time remains, you may turn back and check items about which you were in doubt. When you have finished, turn in both the booklet and your answer sheet to the proctor.

APPENDIX I
A DIALOGUE ON DIALECT

Mr. Theodore Hopf visited Crane City College during the spring of 1967 to collect material for a doctoral thesis in speech at the University of Denver. The following excerpts are from pages 131 and 132 of the rough draft of the thesis in which Mr. Hopf reports upon his conversations with various Crane administrators about the remedial effort at Crane. One

> administrator remarked: "Of course oral communication is one of the most important factors in training for these students, but I haven't found any place that is really doing much in the oral communication dimension. I suspect that this is the one glaring loop-hole in our programs here." Having just recently returned from a meeting in Washington, D. C., regarding general programs for the disadvantaged, another school official stated: "Junior colleges around the country, so far as I could tell, have not made any substantial headway in this whole area. What they are talking about is essentially remedial programs based on a white, middle-class population; and I would really argue that remedial programs didn't work effectively with that population--and I think it's tragic."
>
> Generally speaking, the remedial picture is bleak. For example, at some institutions, over 75 percent of the students are enrolled in programs primarily concerned with grammar. However, few students complete them. One administrator quoted that he was familiar with students who had taken the course offering as many as eight or nine times. In another institution, approximately five percent of the students enrolled in remedial programs are passed on to college course work, and of these only a few lasted more than one term or a year. The tragedy in current programs seems to lie in the fact that most try to push the student into college work, rather than fit him for a vocation. One informant stated: "Historically what we've done is assumed that there is a norm toward which junior college students should aim if they want to be successful in the junior college program in which--ipso-facto--has been in many cases, a regular college transfer program. And history has been when a student by one means or another hasn't measured up to the standard norm, we have gone backward in time to try to bring him up to this level. I think this procedure is applied in English, mathematics, and speech; and the so-called remedial courses that have developed have been designed in a kind of sequential way to bring the student from Point A which is pre-college, to Point B which is theoretically college level. Now it seems to be that the norm we are talking about is a white, Anglo-Saxon Protestant norm. And what we are just now discovering: or some of us at least are now thinking--is that this is an inappropriate type of norm to be applying to the disadvantaged population."
>
> The question arises, then, as to whether or not the disadvantaged student should be placed into existing remedial programs where the ostensible purpose is to teach him "correct" speech. One administrator feels that this is too threatening a situation in which to

place him: ". . .I think it is threatening in and of itself. I think it's doubly threatening when, at the same time, we are expecting him to change his writing patterns and at the same time we are trying to get him to change his reading patterns, and so forth . . . and in asking for these things we build defeat into our programs--that is defeat for the students."

Another vehement attack on the way course work is presently being offered was: "The way in which the curriculum is handled here, I'm afraid, is handled in a fashion which demeans the student and degrades the student, and actually--in a sense--works counter to some of the objectives which we are after. One factor is there's great emphasis on dialect and modification of dialect. Of course, the intent is well meaning, and the intent is one of 'let's help this person talk right,' which is a well meaning thing, but in the process, the objective is based on the fundamental rejection of the individual as he is at that particular moment in his history and it just doesn't work."

Several instructors offered sound advice for teaching the disadvantaged. While expressing his interest in a student one said: "I am really interested in having students be able to tune their ears to what effective speech is. Now, I don't necessarily mean good speech that will get the student through an English class, I *am* talking about making the student able to communicate on a job." Another comment describing the point that must be reached before learning can take place: "When we can get them to be willing to think about what they want for themselves and not be afraid that they're [*sic*, their] opinions are going to be attacked; and that if they don't do everything just the way everybody else does it they are going to be penalised for it--then we got [*sic*, can get] into a more constructive situation."

CENTRAL PLANNING COMMITTEE FOR COMPENSATORY EDUCATION AT CRANE
Morris Murphy Memo #4 May 22, 1967

Mr. Fiduccia has requested an appointment with the committee to discuss the possibility of a speech offering in the fall compensatory education program that we are planning. Since the English department will be meeting with the English departments of other branches this Friday, I have scheduled a meeting of the committee to consider this request and Mr. Mall's request for a hygiene part of the program from 11:00 to 12:00 on Thursday. I have written a note to Miss Plunkett informing her that the committee has received the communication from the business department concerning a consumer economics part of the program and that we will meet with interested members of her department on Friday, June 2 to consider it at 12:00.

I view the question of a speech offering as a highly complex one. Not being a specialist in speech, I may exaggerate some of its problems; but I have thought quite a bit about it, and it may be useful to stimulate discussion Thursday if I set my thoughts down here.

In a report to the faculty November 10, 1965, I said, "The English teacher can point out to the student that nouns have separate forms for singular and plural number and that verbs have different forms which function in different ways, but it is unlikely that the student will ever learn to correct his writing errors consistently until he is taught to recognize these distinctions in speech." I was concerned with the student who not only does not use the plural form of the noun when it is needed in writing but who has difficulty hearing it in a sentence or reproducing it in his own oral rendition of a sentence he has heard. I thought that listening and speaking drills could be devised to make the student orally and aurally aware of the forms of standard English that the English teacher was trying to get him to incorporate in his writing. When I attended the N.C.T.E. Convention in Boston during November 1965, I met people who had devised oral-aural drills for students whose spoken language diverges markedly from the forms of standard English and heard them demonstrate their techniques. I came home from the convention all fired up with the idea, write up some drills, and solicited the help of a number of faculty members to record them. During the remainder of the year, we operated a listening and speaking laboratory in room 339; but the students were crowded, and faculty members who used the room for an office grew discontented. Mr. Fiduccia presented a proposal to the English department late in the spring for a program the following year involving speech courses to go with English 98/Reading 87 and English 100/Reading 99, and the department voted in favor of his proposal. Earlier in the spring, Mr. Fiduccia had shown me some exercises that he wrote for I.I.S.P. They appeared to me practical and relevant.

Mr. Fiduccia started Speech 88 on an experimental basis during the summer of 1966, and I sat in on a number of his classes. He adopted Gordon and Wong, *A Manual for Speech Improvement* for the course; and students were required to learn both the phonetic alphabet and the *American College Dictionary* pronunciation symbols which caused some confusion because they don't agree. I first learned the phonetic alphabet when I was in graduate school at the University of Chicago majoring in English. I had a very rough time with it, but I am a rather slow learner. There are some sounds in the phonetic alphabet that I still can't distinguish between either in hearing or speaking: [ɝ] as in bird and [ɚ] as in better, [ʌ] as in puppy [ə] as in away. I am ashamed to admit that I have never learned the *ACD* symbols. This doesn't prevent me, however, from using them with the key on the inside cover of the dictionary to work out the pronunciation of a word I don't know. Some English 98 students may be as slow as I am. If they are, they are likely to get very discouraged when confronted with the task of learning the phonetic alphabet. They may even give up.

I would question the value of overhauling the southern dialect of a junior college student. Gwin Kolb, chairman of the English Department at the University of Chicago, speaks with a strong Mississippi dialect. James Sledd, author of the best English grammar written, speaks with an interesting dialect of northern Georgia that involves a post-vocalic r that sounds like Brooklyneze: corn is pronounced something like coin. Raven MacDavid, foremost dialectologist of our times, speaks with the dialect of Charleston, S. C. President Kennedy was unmistakably Bostonian in speech just as President Johnson is Texan. It is not necessary to divest oneself of one's dialect to be successful, but many Negroes think it is. I read an article in the Journal of Negro Education in which a Negro teacher (at Howard, I believe) said that the dialect had to be stamped out as the last badge of slavery. This attitude is hard to understand since dialects are determined by geography and social class. It is doubtful that there is a "Negro" dialect--unless it be the speech of the Gullahs which preserves a number of Africanisms. I wonder if all the distinguished men I have mentioned in this paragraph would have gone on if someone had told them that they had to overhaul their speech before entering college-level courses?

Mr. Fiduccia has stated that it is not his intention to overhaul the student's speech; but not all students understand this. I was talking to a student from the south last Thursday who said that he was learning how to speak midwestern in his speech class, and he seems to be succeeding, but he speaks with a degree of uncertainty that almost amounts to a stammer. He has developed an intolerance of the southern dialect of the people back home. He said that his wife still uses some southernisms, and it irritates him terribly. This conversation made me wonder about how the student's speech training may affect his fluency, confidence, self-image, and attitude towards his family and friends. I think they are dimensions of the speech problem that we should not ignore.

Another student may react entirely differently to any major tampering with his speech. He may regard it as an attack upon his identity and the identity of his group. I have experienced this reaction in a minor way myself since I spoke a pure midlands dialect before moving to Chicago and getting it corrupted. Where I came from, we have three meals a day: breakfast, dinner, and supper. Lunch is something you carry in a dinner pail. I have never been able to call dinner "lunch" with any degree of comfort or supper "dinner." If I have a chest cold and say I'm going to greaze my chest and someone says "greese your chest," this irritates me, and I feel like saying, "Greaze my chest, goddamit." This reaction is depicted quite well in the attached Nancy cartoon. (p.177) Nancy is the teacher in this situation, and Sluggo is the student. A belligerancy developed on the part of the student which terminated his education. Who was wrong: the teacher or the student? Or were they both wrong? Or were they both inevitably victims of the society? Why is the teacher so surprised in the last panel?

If the intention is not to overhaul the students' speech but rather to make it intelligible, then it seems to me that the speech part of the program would deal with very few students because I have met few whose speech is unintelligible in conversation if there isn't too much background noise. Quite often I can't understand a student in the classroom situation, but this is because he speaks too softly for public speaking and there is too much noise from the halls and expressway. Here the problem is simply to get the student to project which I suspect he does not do because of a lack of confidence rather that a lack of volume. But the few students whose speech is unintelligible should be tutored by a speech clinician. Such a specialist might make use of phonetic symbols and diagrams for the position of the articulators (such as appear on Gordon and Wong page 112) for teaching the student to make sounds that he doesn't make properly or for distinguishing between sounds that he confuses, but it would seem a waste of time to teach him symbols and positions for sounds that he pronounces correctly.

But to return to the question of dialect, I think that there is an aspect of it that is relevant: that is, as it relates to social class. Dialect is the vocabulary and pronunciation of not only the people of a geographical area but also of the social classes within that area, and in the dialect of the lower class there is a greater incidence of forms that are regarded more or less universally as substandard English. One who wishes to move up the social and economis ladder is often constrained to learn the forms of standard English. all of the illustrious personages that I mentioned at the bottom of page 1, speak unmistakable regional dialects but all speak standard English; that is, they all pronounce the suffixes for nouns and verbs; they don't say, in public anyway, "I be..." or "I taken. . . " or "the childrens . . .".

There is no denying that some of the most obvious errors in many English 98 students' writing are transcriptions of their spoken language. These errors involve spelling, confused words, the use of suffixes for nouns and verbs, and irregularities in standard English which the student mistakenly (but logically) regularizes. Examples:

SPELLING

trouble with r's
frist
childern
suprise
habor
throught
intergration

adding a vowel
athelete
enterance
leaving out a consonant
enviroment
changing a consonant
dest for desk

leaving out a syllable
audacy for audacity
excise for exercise
trouble with th
depts for depths
combination of errors
fundarmental

confused words (There are 185 such sets on the English 98 word list)

alone	alone
America	American
correspond	correspondence
different	difference
memorable	memorial

Use of Suffixes for Nouns

My mother, father, and two sister were there.
The teacher asked one of the boy to arrange the chair.

Use of Suffixes for Verbs

I had plan for a big time.
He felt more assure after driving home.
His hair was long and tangle.

Irregularities in Standard English

I'm the eighth of nine childrens.
There were many peoples out on their porches.
The car had an automatic transmission which maked it easy to drive.
It taken me three days to learn to spell it.
We was on our way to school.

One general speech pattern which would seem to be responsible for many of the more obvious errors is the tendency to pronounce the beginnings of words strongly but the endings weakly or not at all. Students know how to make these sounds because they do it at the beginnings and in the middles of words, but they still have great difficulty hearing and saying these sounds, I don't see the relevance of the phonetic alphabet or diagrams of the positions of articulators for dealing with the problem of weak or non-existent endings.

In conclusion, I will throw out these hints for what they are worth:

The speech department should have some method of identifying students with speech difficulties. The english placement test was not designed to do this. No written test can do it. It can only be determined by listening to the student talk. Perhaps students could be referred to a speech clinician after their other teachers have had a chance to hear them talk for a week or two.

Therapy should concentrate upon the proper articulation of consonant sounds, particularly at the ends of words. Consonant sounds are much easier to describe and teach than vowel sounds. The student's speech will be intelligible if he pronounces his consonants distinctly no matter what regional variation he plays upon his vowels.

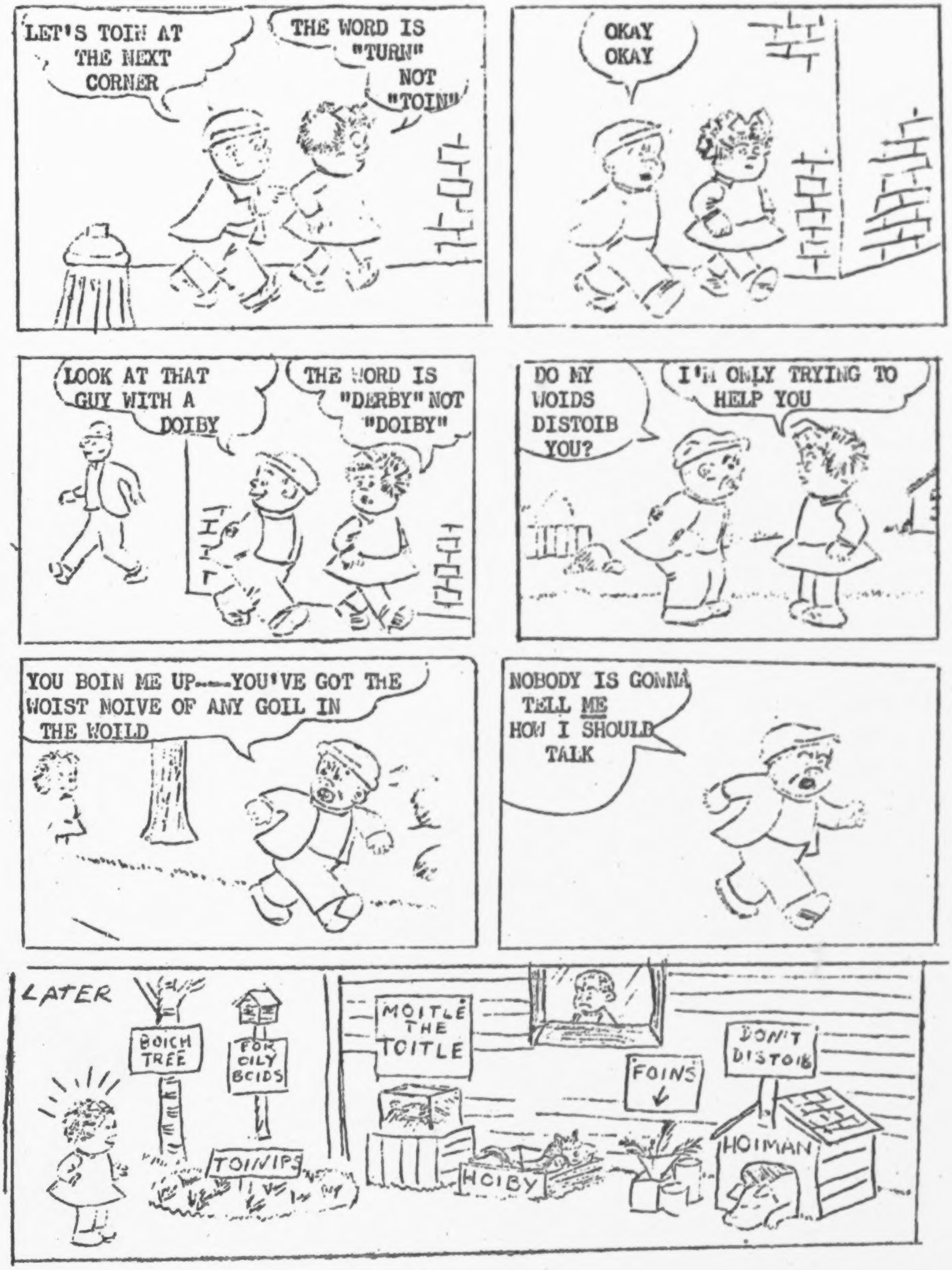
Therapy should be individualized. Diagnose the individual student's speech difficulties and concentrate on them in tutoring sessions.

If the student has a speech impediment which we are not prepared to deal with, refer him to an agency in the community that can help him.

Develop more imaginative listening and speaking drills that the student can tape and use at home if he has a tape recorder.

Drop Gordon & Wong . Write own materials.

copies to: Carl Adler, Frank Banks, Robert Glassburg, Bill Faricy,
John Fiduccia, and Jim Roth.


LET'S TOIN AT THE NEXT CORNER
THE WORD IS "TURN" NOT "TOIN"
OKAY OKAY
LOOK AT THAT GUY WITH A DOIBY
THE WORD IS "DERBY" NOT "DOIBY"
DO MY WOIDS DISTOIB YOU?
I'M ONLY TRYING TO HELP YOU
YOU BOIN ME UP---YOU'VE GOT THE WOIST NOIVE OF ANY GOIL IN THE WOILD
NOBODY IS GONNA TELL ME HOW I SHOULD TALK
LATER
BOICH TREE
FOR OILY BOIDS
TOINIPS
MOITLE THE TOITLE
HOIBY
FOINS
DON'T DISTOIB
HOIMAN

To: Dean Slutsky and members of the Crame Remedial Program Committee

Subject:

Remedial Programs for Fall 1967

Date: May 22, 1967

1. The Speech Department recommends the continuation of Speech 088 and Speech 089 as a part of the remedial program.
    a. It recommends three Speech 089 class to accomodate sixty students
    b. It recommends one Speech 089 class to accommodate the students presently enrolled in Speech 088 who will continue at the college.
2. The speech courses indicated should be offered for the following reasons:
    a. Written conposition is largely a transcription of speech. The effect of non-standard speech habits on writing practices reflect the absence of plural verb forms ("s"), the omission of part participles, the confusion of verb forms, and the dropping of consonants in the spelling of numerous words. As long as these speech habits endure, it will be difficult to make any genuine significant headway in the written language. Remedial speech courses attack this problem at its source: in the spoken language of the student.
    b. Remedial speech courses would reinforce and give additional practice in the patterns of standard English: articulation of vowels and consonants, designation of primary and seconary stress, and the discrimination of sound phonemes.
    c. At present it appears difficult for teachers of Reading 99 to diagnose the oral reading problems of students enrolled because the emphasis is on silent reading, dictionary use, and vocabulary development. It is only when the teacher hears the student read aloud that he becomes fully aware of the student's reading skills orally.
    d. Remedial speech courses aid the student in a process of language growth. Characteristics of Southern dialect prevail within the speech patterns of most of our students. To improve their understanding of the English language, it would be advantageous for our students to understand the predominant characteristics of Southern dialect and other regional dialects spoken in the United States.
    e. Most of the students currently enrolled in the remedial program are unable to recognize the symbols representing speech sounds as well as the diacritical markings in the dictionary. Presently the instructors of remedial speech

are coping with this difficulty. The instructors of speech recognize that mere recognition of symbols and diacritical markings does not guarantee adequate pronunciation of words. The students must practice words orally; techniques for pronunciation can best be handled in the speech class.

f. According to the 1966-67 Chicago City College Catalog, Speech 101 is required for elementary education; it is a recommended elective for secondary education. A recent study by Dr. Henry Moughamian, director of research and evaluations, indicated that approximately 50% of our students have intentions of becoming teachers. Other areas of study which include general Business, Secretarial, Technical Supervision, Prosthetics, Dietetics, and Industrial Chemistry require Speech 101 as a course of study. Preliminary speech work providing needed, prior preparation before entrance into speech 101 would be beneficial to the incoming students enrolled in a remedial program.

Recommendation

To gain the maximum benefit from a remedial program, the speech department recommends that an incoming student who is deficient in language skills be simultaneously enrolled in English, reading, and speech. It further recommends individual tutoring sessions involving oral communication under the direction of speech personnel.

Respectfully submitted,

John B. Fiduccia

To: Central Planning Committe for Compensatory Education at Crane
Date: May 25, 1967

In a report to the faculty on November 19, 1965, Mr. Murphy stated "The English teacher can point out to the student that nouns have separate forms for singular and plural number and that verbs have different forms which function in different ways, but it is unlikely that the student will ever learn to correct his writing errors consistently until he is taught to recognize these distinctions in speech".

The Speech Department agrees wholeheartedly with Mr. Murphy's statement. The student's written composition is largely a trancription of his speech. With this view in mind, the speech department recognizes no inherent indictment, through Mr. Murphy's own admission, of the necessity for speech courses in a remedial program to focus upon the difficulties which he cites.

Mr. Murphy, even though admitting that he is not "a specialist in speech and that he may tend to exaggerate some of its problems," criticizes the approach involved in teaching oral communication to "remedial" students. He attacks the use of the International Phonetic Alphabet and the use of dictionary symbols to teach the student speech sounds and sound discrimination. Merely to indict one facet of the Speech Department's approach on the basis of I.P.A., and dictionary symbols employed is a gross over-simplification of the teaching techniques utilized in the course.

Mr. Murphy's attack of the use of I.P.A. , and dictionary symbols as a teaching device is somewhat contradictory to a basic goal of the English Department in the remedial program-that is the accurate pronunciation of words which our students seem to confuse. This goal is evidenced in the word list contained within the Basic Book of Facts issued by the English Department. In this manual, words which are closely alike are listed (raise and rise, flustered and frustrated etc.) Obviously, one could recognize that in order to distinguish between such words which are closely alike, the instructor would have to point out distinctions between vowel and consonant sounds. The Speech Department asks Mr. Murphy-what would you use as a teaching device to point out such distinctions?

The Speech Department recognizes that some of "Mr. Murphy's hints" are quite sensible. Such thoughts as individualizing therapy and the need for speech correctionist are good ones. However, if Mr. Murphy recalls the Speech Department has mentioned the need for a speech correctionist quite some time ago; the need was expressed to other members of the English Department and to Mr. Slutsky. Mr. Murphy's "hint" is only an echo. Mr. Murphy is also well aware of the fact that instructors in the English Department are handling the "individualized therapy". This is not working out too well. The Speech Department suggests that speech personnel handle this function.

So, in essence, Mr. Murphy, through his own admission, recognizes the need for speech training to cope with the language difficulties of our remedial students. He quibbles with approach. Certainly the Speech Department sees the need to develop new approaches in confronting this difficult task; it also recognizes the need for the English Department to develop new creative approaches in English and reading. Mr. Murphy's indictment of a technique used by the Speech Department reflects his unawareness of teaching techniques employed in the oral aspect of communication. Furthermore, an indictment of any approach used by the Speech Department especially at a time when new approaches are being implemented, is not sufficient reason is consider the omission of speech courses from the remedial program. In the judgment of the Speech Department, a remedial course which is in part designed to cope with the language difficulties of our students is educationally unsound without speech training.

Respectfully submitted,

John B. Fiduccia

P.S. A dilemma clarified.........

Mr. Murphy noted that he still can't distinguish either in hearing or speaking between [ɝ] as in bird and [ɚ] as in better, [ʌ] as in puppy and [ə] as in away. Please permit the Speech Department to relieve Mr. Murphy of this long-time perplexing problem.

Mr. Murphy-there is no distinction in terms of the articulation of the sounds [ɝ] and [ɚ] and [ʌ] and [ə]. The sounds [ɝ] and [ɚ] are produced the same way; the sounds [ʌ] and [ə] are produced the same way. This is also why you can't hear a difference. Well-it's a matter of ear training-an important aspect of oral communication which the Speech Department has recognized right along.

Crane College

Minutes of May 25, 1967 meeting:

The meeting was called to order at 11;35 by Mr. Murphy. In attendance were Mr. Adler, Mr. Banks, Mr. Faricy, and Mr. Murphy. Mr. Fiduccia met with the committee.

Mr. Fiduccia distributed and read a reply to Mr. Murphy's Memo #4 of May 22. It is entitled "To: Central Planning Committee for Compensatory Education at Crane" and is dated May 25, 1967. Mr. Fiduccia prefaced his reading by stating that Mr. Murphy's report is a sly attack and that it is unprofessional in every sense of the word. He said that it is an unfair indictment of experimental techniques used by the speech department during the past year. Mr. Fiduccia then read his reply.

Mr. Murphy, referring to Mr. Fiduccia's "P.S.A. dilemma clarified," asked why there were four separate phonetic symbols to represent the two sounds which he referred to, and Mr. Fiduccia explained that it was to distinguish between these sounds appearing in stressed and unstressed syllables.

Mr. Banks said that he didn't think the meeting was called to explore the differences between Mr. Murphy's and Mr. Fiduccia's views upon teaching speech and and asked for a clarification of the purpose of the meeting. Mr. Murphy said that Mr. Fiduccia had made a proposal for a speech portion of the program that we were planning and that he had been invited to discuss his proposal with the committee. Mr. Banks then observed that Mr. Murphy's Memo #4 should have been signed by him so that his views would not be mistaken as those of the committee. Mr. Murphy acknowledged the error and said that he would do what he could to correct it.

According to my recollection, the following observations were made during the remainder of the meeting; but I can't be certain that I am setting them down in their proper order.

Mr. Adler announced that his English 98 students had written themes evaluating their speech class and that he wanted members of the committee to read some of the evaluations. He asked Mr. Murphy if the heart of his criticism was not that the entire phonetic alphabet added to the dictionary symbols was confusing to English 98 students, that the students might interpret this approach as an overhaul of their speech, and that students should be placed in speech by means of an oral speech test rather than the English placement test. Mr. Murphy said that that was about it. Mr. Adler said that some students did get the idea that their speech was being overhauled. He said that he went along with the idea that they should be placed in speech by means of a speech test, but that he did not think the identity problem was important. He said that he agreed that the speech department wouldn't have many students if they dealt only with students whose speech is inintelligible.

Mr. Fiduccia observed that there is no attempt in speech classes to overhaul a student's dialect.

Mr. Adler asked what their goal was.

Mr. Fiduccia said that it was to point out distinctions between the student's dialect and standard speech.

Mr. Banks asked how many phonetic symbols there were and observed that he viewed the use of symbols favorably. He said that he thought it would be good for our students to learn an inflected foreign language so that they could better appreciate the inflections of their native English.

Mr. Faricy said that he thought the manipulation of symbols required highly sophisticated mental processes which we could not expect from English 98 students. He also said that he did not interpret Mr. Murphy's memo as a strong attack upon the speech department's techniques.

Mr. Banks observed that except for English and reading, the program would involve interdisciplinary groups breaking away from the traditiona; class scheduling. He said that Mr. Fiduccia was probably familiar with our grid and asked him if the speech department could function in that kind of format. Mr. Fiduccia said that we was not familiar with our grid, and Mr. Murphy have him a copy observing that it had been distributed only to departments that at the time had been considered as "participating" because they were represented on the central planning committee.

Mrs.Adler asked Mr. Fiduccia if the speech department would be interested in team teaching with an English teacher in the time slots alloted for English and reading in the program. He noted the impracticality of adding an inordinate number of courses to a compensatory education student's program.

Mr. Fiduccia said that team teaching would be a possibility.

Mr. Murphy said that he thought that speech work should be done on a tutorial basis for students who have been diagnosed and found to have remediable speech difficulties.

Mr. Adler had a counselling appointment and had to leave the meeting. Mr. Fiduccia asked what he should do about his fall program. Mr. Murphy said that the committee could not make a decision because a quorum was not present. Mr. Murphy had to leave for an appointment with a prospective teacher but said that the matter would be discussed further next week.

Respectfully submitted by:

Morris Murphy

Mr. Murphy

Re: Teaching of speech and dialect problems

I agree wholeheartedly that (1) phonetic symbols are largely beside the point in the teaching of articulation. (2) that only a few "unintelligible" students need this kind of overhauling, which is best done individually or in very small groups. (3) identity is crucially tied in with the goals of changing speech. To me, the report of the Ph. D., thesis that you have just passed around the dept., was a series of horror stories. This paper also touched in a few spots on the English dept., courses, and concerned me too.*

I am beginning to wonder about our justification for hammering away at dialect forms--the uninflected endings--in English 98. The student who is aiming at the B. A. certainly has to master this problem, but I question whether the larger part of our 98 students fall in this category. Even those who do, shouldn't their first English course build their ability and desire to express themselves orally and on paper, nefore tearing into their "errors"? Many 98 students seem quite beaten down and the course is not designed to ameliorate this. What I'm saying is that we face the same identity problem that the speech department aggravates. One might object that a student's ability to express himself cannot be improved without attention to errors. I would say that first of all, the content presented to the student should be so relevant to him that he will be roused up to participate. Secondly, the structure of the classroom should be exceedingly democratic so that the student will not find himself facing another authority figure, but will be talking and writing to and for his peers. Thirdly, my 98 students have shown ability and interest

* Mrs. Kessel refers to the rough draft of Theodore Hopf's doctoral thesis from which I quoted on pages 168 and 169.

in working over each other's papers in teams and groups to improve the clarity and force of their ideas. They do improve on one another and are able to spot careless errors. Everything but uninflected endings eventually receives attention by the students. Even after extended instruction in the present tense forms (until they can all pass tests on them), they carefully ignore these errors in one another's papers. They all read in the endings that aren't there on their own on others' papers. (It's a new grammatical device: The understood ending). I am rather shamed by their tact.

B. K.

URBAN SPEECH PROBLEMS:

SOCIAL DIALECTS

The urban setting poses many specialized educational problems. One of the most significant results from the juxtaposition and contrast of different kinds of language behavior when persons from various regions, races and social levels migrate to the cities. Each person brings with him language behavior characteristics of his region, racial or ethnic group, and, most importantly, socio-economic level. All of these people compete within the same broad community. When the language of some of them deviates greatly from what is generally regarded as the educated or "cultivated" standard, their language may function as a barrier to their social, economic, and occupational advancement. When a particular pattern of grammar, a pronunciation, or vocabulary serves as a clear indicator of class and/ or race, and negatively prejudices a listener or reader, it is referred to as a "social dialect feature."

If teachers hope to fulfill socially useful roles in an urban setting, it is crucial that they deal with language as a factor influencing the futures of their students. It is crucial that they have a clear conception of the origin and nature of language, language changes, and language differences. They must have specific and detailed knowledge regarding those language habits or "social dialect features" which are of lower prestige in the larger urban community. Equally important, they must have and communicate to majority and minority groups alike healthy attitudes toward language differences. It is not the function of a socially useful teacher to equip students with a sense of embarrassment or shame of their cultural heritage, to attempt the preposterous and impossible task of stamping out dialects which are socially disadvantageous, or to foster notions of social elitism and racism.

Teachers are faced, then, with a two-fold imperative: They must demonstrate respect for all language behavior by recognizing that language is among the most personal and intimate expressions of a person's identity and by acknowledging the vitality, validity and propriety of each minority dialect as a means of communication within the minority group. On the other hand, it becomes the responsibility of those who teach intelligent and highly motivated students, students who have both the desire and the ability to function beyond as well as within their immediate minority community, with the language tools which will help them succeed. Not to do so -- not to confront socially important dialect features straightforwardly, even in the name of enlightenment and liberalism -- will only perpetuate those more subtle bases upon which social distinctions are made in an allegedly "open" society."

S.D.

④

A Word Game for Instruction in Social Dialect Remediation

by

Sarah G. D'Eloia,

Instructor in English, Crane Campus

"Sentence Scrabble" is a language teaching device developed for use in English classes at the remedial level. Making use of game techniques and incentives, it is designed to attack just those language problems which plague the student at the English 98 level. Although originally developed for the student who speaks a "non-standard" (or socially non-prestigious) dialect of English and needs to acquire the "standard" as a second dialect, it has been used this summer with equal success with Spanish-speaking Americans, for whom English is a second language.

The difficulties which characterize these two groups of students are similar: They do not hear and therefore do not reproduce in speech or writing many of the inflectional patterns which mark standard English. They may use the standard patterns sporadically, or they may impose equally consistent and complex--but different -- patterns of inflection originating in their native dialect or native language. Quite frequently, they do not distinguish certain refinements in pronunciation, confusing such words as ten, tend, tent, tenth, which may be spoken and written interchangeably.

In order to remediate these difficulties, "Sentence Scrabble" is structured to give practice in the following areas:

1--regular inflectional patterns, including the noun plural s, the possessives 's, s', the verb past and past participle ed, third person singular agreement s

2--irregular inflectional patterns, such as go-went-gone, child-children

3--high frequency word-confusions, such as there, their, they're (true homonyms) and pass, past (dialect homonyms).

"sentence Scrabble" is played like the commercial games of Scrabble and Keyword, except that the former uses word and inflection blocks to form sentences instead of letter blocks to form words. The sentences that are composed are played in normal reading order -- that is left to right and top to bottom -- upon a board lined off in squares the size of the word and inflection blocks. After the first sentence, every sentence must link up with a sentence on the board already, by using a word or inflection already played by another player. There are numerous bonus squares on the board, and one object of the game is to maneuver one's sentence onto them. The object of play is the formation of the longest sensible, grammatical sentence possible from the words and inflections one has drawn from a pool of 1000 blocks. Players may use dictionaries and grammars: they must, if challenged, be able to defend their sentence on the basis of sense and grammatical correctness. Players copy each sentence which they accept as correct and keep track of scores. Up to six persons may play, either single or by teams.

The game is structured pedagogically so that it is possible to teach twenty lessons on different grammatical problems, arranged by importance and increasing difficulty. These problems are brought into focus by controlling the words and inflections in the game at each level: all chips needed to teach lesson number one have a (1) on the back; all needed for lesson two have a (2) on the back, and so on. At each level, new chips are added to those already in the game. For an instructor to back up for re-teaching or review, all he need do is remove the chips beyond the lesson number he wishes to use as a cut-off point. The 1000 chips in the total game are further grouped into five color-coded classes, so that a player is assured of drawing in almost every instance, all the words and inflections necessary to the formation of a correct sentence. Not all classes are in the game at all times, however.

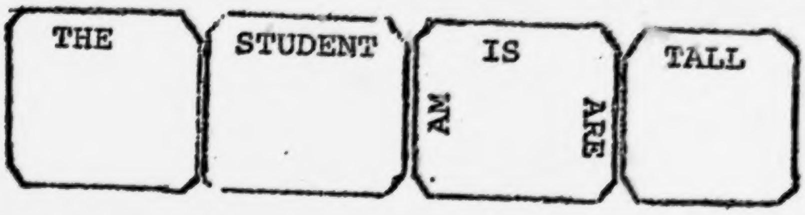
At lesson level one, a player draws ten chips distributed among three categories. Seven of these chips are high frequency nouns, adjectives, adverbs, prepositions, and conjunctions, either non- or regularly inflected. The eighth chip is the am-is-are chip. The last two chips are the word the. Thus a player can form no sentence which does not use a singular noun and is since there are no other possibilities present in the chips -- no other verbs and no noun plurals. By the same principle of exclusion, each of the other lessons is brought to bear upon a grammatical feature as the first lesson is focused on "To Be, Present Tense, 3rd Person Singular Agreement." No other sentences are possible.

At lesson one, a player might draw such chips as student, class, tall, in, here, tree, green, the am-is-are chip, the, the. He could form a number of correct sentences including

The student is tall.
The student is in class.
The student is here.
The tree is green.
The tall tree is green.

The tall student is in the tree.
The tall student is in the green tree.
The tall green tree is here.
The green tree is tall.

and the interrogative forms of each. When correctly formed, the first sentence would read



(actual size)

with the correct form of to-be placed at the top, right side up. Depending on the situation on the board, the student would play the sentence which would earn the most points.

At level two, was-were would be added to the appropriate color coded class; at step three, the noun plural inflection s/es so that noun plurals and plural to be agreement is possible (but 3rd person singular verbs are not as there are no verbs other than to be in the game at this level), at step four, the pronouns are added in the appropriate class, and so on, through all twenty lessons.

These twenty lessons are

1--3rd person singular agreement with to be, present tense.
2--3rd person singular agreement with to be, past tense.
3--3rd person singular and plural agreement with to be, present and past tenses.
4--Pronoun agreement with to be, present and past, all persons.
5--To have, present and past.
6--3rd person singular agreement with all other verbs.
7--A/an.
8--Noun plurals, regular and irregular.
9--Noun possessives, singular and plural.
10--Principal parts of regular verbs.
11--Irregular verbs, high frequency.
12--Irregular verbs, moderate frequency.
13--Irregular verbs, less frequency.
14--Regular adjective and adverb inflections.
15--Irregularly inflected adjectives and adverbs.
16--Confused word clusters, high frequency.
17--Confused word clusters, moderate frequency.
18--Confused word clusters, low frequency.
19--Vocabulary building 1
20--Vocabulary building 2

On September 21, several game boards will be set up so that any one interested may play a few rounds, if interested, and thereby get an idea of the technique in operation. In addition, the workbook developed to accompany the twenty lessons with introductory and follow-up exercises will be displayed.

APPENDIX J

THE OPEN DOOR

EXPOSTULATION BY COMMITTEE A

TWO REPLIES BY M. MURPHY

APPENDIX J * THE OPEN DOOR - Expostulation by Committee A and two Replies by M. Murphy

COMMITTEE A CCCFC

REPORT TO CCCFC
on
SELECTIVE ADMISSIONS POLICY

1. GENERAL INTRODUCTION: The Committee found that the question of selective admissions is impossible to discuss meaningfully apart from considerations of testing and counseling programs and the organization of the offerings of the College. Following the statement of general policy of the Junior College Board any selective approach to admissions must take into account the diverse offerings and purposes of the institution. It was found necessary to spell out the various categories of programs which we offer (or should offer) and to recommend the establishment of testing and counseling activities to apportion applicants among them.

2. DIVISIONS OF INSTRUCTION: For the purposes of admissions and counseling the Committee recommends organization of the offerings of the College into 5 divisions. Students are to be placed into a division on the basis of test scores, counseling interviews and stated preferences, before admission.

A. Transfer Division---includes all programs of the College leading to advanced admission in a four year school. At least 24 hours of course work in the general education area must be a part of all transfer programs. Admission requirements of this division shall include the potential to acquire a Bachelor's Degree.

B. Vocational Division---includes all programs of the College preparing the student for employment in particular vocational areas. Vocational programs educate students as much as they train them. Keeping in mind the rapid changes in technology and in the labor market in general the end is to produce graduates who are flexible enough to benefit from additional and continuing education whenever their situation warrants it. At least 24 hours of general education course work must be a part of every vocational program. Admissions requirements in the Vocational Division shall be the same as those of the Transfer Division.

C. Occupational Division---includes all programs of one year or less than two years in legnth, offered by the College which prepare the student for specific jobs. Occupational programs must include at least 12 to 15 hours of general education course work. Admissions requirements of the Occupational Division may be less that those of the Transfer and Vocational Divisions. For the purpose of allocation of facilities only, programs of less than one year shall be included in the Occupational Division.

D. Adult Education Division---includes special non-credit course work for adults which the Committee feels should be developed as well as some courses from the other offerings of the College which the student in this division can take for credit, provided he meets the prerequisite of the course or has the consent of the instructor. In a special non-credit course the Adult Education student will receive no grade. This division shall be open to all adults on a first come first serve basis.

E. Remedial Division----includes all courses in College offerings numbered below 101. As will be indicated in more detail below, the student is put into this program on the basis of general test scores (as ACT scores), counseling, and specific placement tests. The student who places into the remedial division may take no courses in any other division until he has first been enrolled in a program consisting of remedial (below 101--exact level determined by tests) courses in English and Reading and other courses in the Remedial Division to be chosen with the assistance of a counselor. (Except that if he has the consent of the Counseling Department and the Chairman of the academic department concerned, a Remedial Division student may take a course in another Division of the College.) The Remedial Division will contain no more than two courses below 101 in number in any field. A student who fails to get a grade in a course sufficient to pass him on to the next level of instruction in that area may repeat the course. It is the view of the Committee that the policy of the College on the whole question of remedial education should be as follows:

1. Ideally and in terms of our long range planning remedial (and what has been called basic education) is not the job of the College.

2. We recognize a need for remediation that years of grossly inadequate primary and secondary education has created in a significant proportion of the population of our city. We recognize the responsibility we share with all educational institutions to try to do something to alleviate that need at least in the present group of high school and college age people.

3. There is no chance of solving the problem, of doing any more than treating symptoms rather than causes, until the Chicago Board of Education and the primary and secondary schools it administers begin to do the job of providing adequate education in the so called deprived as well as in the advantaged areas of our city.

4. Chicago City College has a responsibility to future generations of its students to exert every bit of pressure it can to the end of helping to force the establishment of edequate primary and secondary education. This responsibility becomes even greater as the prospects of overcrowding pushes us to considerations of selective admissions and the turning away of applicants.

5. One way we can exert pressure is to make it clear that we do not intend to do the job of remediation forever. The high schools and grammar schools of Chicago must begin to put their own houses in order. The fact that the College tries to do a salvaging job (tries more often than succeeds, the facts indicate) must not be used as an out, as a way to create the false impression that somehow the city is doing the job afterall.

6. As long as we are compelled to offer extensive programs below the C level of college work every effort must be made to prevent the diluting and lowering of standards in other programs.

3. ADMISSIONS TESTS, ADMISSIONS COUNSELING AND DIVISIONAL PLACEMENT.

A. Procedure to be followed in the admission of every student to the College.

1. Scores on standardized aptitude tests and records of high school and previous college work to be submitted before admission. For want of a better indicator ACT scores should be used. Further comments on the selection of test instruments will be found below. ACT scores need not be submitted by students applying to the Division of Adult Education.

2. Before admission every student will be scheduled for a counseling interview. By the time of the interview he must have taken the regular English, mathematics and reading placement tests used at the campus to which he is applying. (It may be possible to eventually substitute ACT or other standarized test scores for these local placement tests; at the moment there does not seem to be enough information available about any of the tests to justify this.)

3. On the basis of the interview, tests scores and the student's stated preferences, the counselor will assign the student's application to one of the Divisions of Instruction.

4. The administration and the counseling office must consult with the campus faculty council and the CCCFC in the establishment of specific policy and criteria used in making determinations of admissions.

5. Once assigned to a particular division, the student will be admitted if there is room in that division. If there is not room in his assigned division for all applicants, the best (on the basis of test scores and past performance) will be selected and admitted.

6. After admission to a particular division of the College, the student may be required to take whatever additional placement tests for particular programs and/or courses that the teaching departments deem advisable.

7. When admissions are made selectively, preference shall be given to residents of Junior College Board 508, who shall be admitted on the basis of the criteria established herein. Only after the last resident applying to a particular division (at a particular campus) has been admitted may non-residents be considered.

B. Finding suitable tests for admission and placement. The Committee recommends immediate institution of a research program to find the best test instruments for our needs. Among the evaluations required are:

1. Correlations of ACT (and other standardized test scores) with the performance of our students in the various programs and courses in the College.

2. Correlations of presently used departmental placement exams, not only with grades obtained in relevant areas but also correlations with performance in other areas. (For example, what is the correlation of scores on English and mathematics placement tests with grades in general social science, biological science or business courses?)

3. On the basis of the above information (which should be gathered at all campuses) is it necessary and/or desirable to devise our own uniform admissions and placement tests?

C. Transfer of students between the Divisions of Instruction. Obviously we cannot place student in a division before admission and restrict their work to that division without providing a means by which the student can move into new Divisions as their level of preparation and their goals change.

1. Transfer between Vocational and Transfer Divisions---Since these divisions are assumed to require the same level of preparation movement between them should be allowed on the students request after his consultation with a counselor. Students in either of these divisions should be allowed to take Adult Education courses and after counseling to transfer to the Adult Education or the Occupational Division.

2. Transfer from Adult Education and Occupational Divisions---A student may transfer from these Divisions to the Transfer and Vocational Divisions by demonstrating his potential to work at the level of his new Division. The testing and counselling program used for admission shall be used for transfer.

3. Transfer from the Remedial Division---A student is put in the Remedial Division when scores on admissions and placement tests indicate he is not able to do college level work. He is block programmed for courses designed to remove his deficiencies in English, reading, speech and mathematics, The student may demonstrate that he has overcome his deficiencies by passing the courses immediately preceding the 101 level with a grade of 'C' or better of by retaking and passing the particular placement examination after taking remedial courses. When he succeeds in removing the deficiency in a certain area he may take the regular freshman courses in that area. He is not free to take other College level freshman courses until he has removed all deficiencies and thus transferred out of the Remedial Division. (Except that while a student of the Remedial Division he may, with the consent of the Counseling Department and the relivant academic department chairman take courses in another Division of the College.) After he has removed all deficiencies a counseling interview places him in a new division.

4. ASSIGNING SPACE FOR STUDENT PROPORTIONALLY THROUGHOUT THE DIVISION OF THE COLLEGE.

A. The General Concept---The Board rule--in which we concur--sets the direction. It says in part: "If space is not available for all students applying to a particular program, Chicago City College will accept those best qualified for such a program." We recommend that whenever there are more applicants to a particular division (as determined by the procedures outlined above) than can be accommodated, that the best qualified (on the basis of test scores and past performance) be admitted.

B. Proportions of students admitted and facilities assigned---The College as a whole (all the campuses taken together) should establish the following proportional division in the student body:

1. Transfer Division 55%
2. Vocational Division 10%
3. Occupational Division 5%
4. Adult Education Division 15%
5. Remedial Division 15%

C. Further comments on apportionment of students.

1. The only restriction imposed on us in the law is that 15% of our offerings must be in: "occupational, semi-technical or technical fields... one half of which courses [must be] in fields other than business education."

2. While it is understood that each campus of the College shall be comprehensive the adjustment of the apportionment of students at particular campuses to maintain the above proportions for the College as a whole shall be determined by the central and local administration with full consultation and consent of the Campus and the Chicago City College Faculty Councils.

Ammended and adopted by Committee "A" 5 July, 1967

Subcommittee on Selective Admissions

Robert Barkley--Southeast
Vera Bodnaruk--Bogan
Arlene Crewdson--Crane
Michael Kaufman--Bogan
James Mack--Loop

Crane City College
2250 W. Van Buren St.
Chicago, Illinois
August 7, 1967

Dear Colleagues of Committee A:

I have taught English at Crane for ten years and have been voluntarily involved in remedial work during most of that time. I have some reactions to and questions about statements in the REPORT TO CCCFC on SELECTIVE ADMISSIONS POLICY adopted by Committee A July 5, 1967.

Under Remedial Division on page 2, you say, "Ideally and in terms of our long range planning remedial (and what has been called basic education) is not the job of the college." Why isn't it? I have heard this objection to remedial work throughout my ten years at Crane. Discussion of this objection is usually confusing because different faculty members have different notions about what the word college properly means. Actually the word is applied to a great variety of educational institutions ranging from Parsons College to the undergraduate division of the University of Chicago. The special way in which the word applies to the Chicago City College is signified, it seems to me, by two qualifiers: a community college with an open door policy. That is, at least, the definition that I subscribe to and the basis for my objection to some of your recommendations. If the word college prevents us from doing the work that the open door provides us, then, as the lesser of two evils, I would prefer changing the name rather than closing the door by paring the student population and programs of the institution to fit the Procrustes bed of a "proper" definition of the word college. Are the neat percentages which you recommend on page 4 under Proportions of students admitted and facilities assigned (transfer 55%, vocational 10%, occupational 5%, adult education 15%, remedial 15%) arbitrarily based upon someone's idea of what a "college" is or should be? Do the percentages reflect present community needs? Do the percentages allow flexibility for changing community needs in the future? If we don't have room for all the students who apply, why don't we think in terms of expanding facilities and programs so that every high school graduate or adult who comes voluntarily seeking an education can be placed in a program that will benefit him?

On page 2, you say, "The Remedial Division will contain no more than two courses below 101 in number in any field." Last year the average English 98 student at Crane started reading at the eighth grade level and finished at the ninth grade level (according to the Gates Reading Survey, Forms M1 & M2 administered at the beginning and end of the semester). The average English 100 student started reading at the ninth grade level and finished reading at the tenth grade level. Dr. Moughamian tells us that one grade level per semester is very good progress in reading. If so, it would seem to contradict your statement on page 2, "There is no chance of solving the problem." It seems evident to me from the data on reading that we have compiled at Crane that much of our failure to get remedial students to succeed in college level courses comes from prematurely placing them in college level courses. It appears that our average English 100 student at Crane would be in much better shape to cope with college level courses if he were given another semester or even two to improve his reading abilities.

I have not approved of the quality of work that we often get from graduates of the Chicago Public Schools, and I agree that as citizens we should pressure the superintendent and the board to do better; but I do not think that such criticism should become another step in a hierarchy of buck-passing in which the high schools blame the elementary schools and the elementary schools blame the homes, and no one assumes any responsibility for educating students who don't respond with alacrity to school experiences. Even if the Chicago

Public Schools do respond to the pressuring of the Chicago City College (which they are more likely to pass off as presumptuous meddling), there will still be remedial work left over which we might well include in our long-range planning. Some of our remedial students are adults who did not graduate from high school. Their interest in an education developed with maturity, or family exigencies made it impossible for them to finish high school. There are other adults who have graduated from high school but have delayed starting college for several years and in the meantime have grown rusty in academic pursuits. They need a period of adjustment before they enter college level courses. In the winter trimester, 1965, we did a survey of schools from which our English 98 students graduated and found that half of them graduated from schools outside Chicago. Pressuring these schools is going to be difficult to say the least. You propose closing the door to the worst students (p. 3, no. 5), but there are so many doors closed to them now that their frustration evidently amounts to despair. Do you think that our closing the door to the worst students would aggravate the kind of civil strife that we are now experiencing in northern cities? (I use the word worst here merely because you use the term best to indicate those who will be admitted.) In conclusion, I see nothing wrong with exhorting the Chicago Public Schools to do better; but to represent that as the solution to the remedial problem which rules out long-range planning in this area on the part of the Chicago City College is to over-simplify in a manner that could have very detrimental effects upon the college and the community.

Finally, I would appreciate it if the Subcommittee on Selective Admissions would supply me with the facts and figures upon which the following conclusions on page two of your report are based. I have previously been unaware of facts and figures which could support such conclusions, and when I see them I may well have to revise my thinking:

The underlining is mine and indicates that I would like to see facts and figures on this part of the statement in particular. "There is no chance of solving the problem, of doing any more than treating symptoms rather than causes, until the Chicago Board of Education and the primary and secondary schools it administers begin to do the job of providing adequate education in the so-called deprived as well as in the advantaged areas of the city." What is the problem? What are the symptoms? What are the causes? How have we been treating the symptoms? If the deprived areas of the city are so-called deprived, why aren't the advantaged areas so-called advantaged?

"One way we can exert pressure is to make it clear that we do not intend to do the job of remediation forever. The high schools and grammar schools of Chicago must begin to put their own houses in order. The fact that the College tries to do a salvaging job (tries more often than succeeds, the facts indicate) must not be used as an out, as a way to create the false impression that somehow the city is doing the job afterall [sic]." What criteria of success in remedial programs are you using? Do past failures prove conclusively that all remedial programs are futile? If the facts indicate that we have tried more often than we have succeeded, then I assume that we have succeeded once in a while. I am eager to know more about this. What students succeeded? What kind of remedial program did they have? With this information, we may well be able to increase the incidence of our successes.

"As long as we are compelled to offer extensive programs below the C level of college work every effort must be made to prevent the diluting and lowering of standards in other programs." In 1964 the Crane English department offered only English 100 below the 101 level. In 1965 we expanded the remedial offerings to include English 98, Reading 87, and Reading 99. Our failure rate (D or below including W) for English 101 classes in the Winter Trimester, 1964 was 59%, but during the Winter Trimester, 1965 it was reduced to 56%, and failure in the whole sequence through 101 dropped from 62½% to 56%. The effect of extending remedial offerings may have been to improve the quality of the 101 classes. That is the opinion, at least, of English teachers at Crane who experienced this transition; therefore, we are eager to see facts and figures which support your implication that the offering of extensive remedial programs will tend to dilute and lower standards in other programs. When we see them, we may well have to revise our thinking.

Sincerely,

Morris Murphy

Morris Murphy
Chairman, English Department
Crane Junior College

Nov. 13, 1967

Dear Mr. Faricy,

I am relaying to you at this time a copy of my letter to Committee A written last August 7. I never had a reply from the committee except a phone call from one member the day she received a copy of the letter. The gist of this member's view was that I had completely misread the committee's report -- that it was their intention to expand rather than to restrict and phase out remedial work. I have reread the report a number of times trying hard to get this message, but I confess that I cannot. I would very much appreciate it if you could get the committee to detail for me the ways in which I misread their report because if my habits of misreading are allowed to go uncorrected, I am likely to pass them on to my students with very detrimental effects. The member of the committee who communicated with me told me that I should not oppose the report because unless it is adopted popular campuses will select students simply on the basis of academic aptitude thus increasing their transfer division while diminishing the other four divisions. This would certainly be a bad consequence of my criticism, but it seems to me that this possibility is not altogether obviated by the adoption of the committee report because of the provision stated under C - 2, on page 5.

Ideally and in terms of our long range planning selective admissions should not be a policy of the college. I can see the present need for stop-gap policies because of cramped facilities, but we should not allow present exigencies to determine the future course of the institution; and that, as I see it, is what the committee is attempting to do by seizing upon this occasion to promote the "phase out remedial" policy that I have heard from various quarters throughout my ten years with the college. We are as greatly in need of good remedial programs now as we were ten years ago, but we don't have them mainly because of the keep out and phase out opposition to them.

I think that the faculty is entitled to know the bases for conclusions which the committee drew and based their recommendations upon. These conclusions concern the futility of remedial courses and programs and their harmful effects upon the standards of the institution. I can find no evidence in the report to substantiate these conslusions. If the committee were to supply convincing evidence that these conclusions are true, then I think that I would have to give up my opposition to their phasing out remedial philosophy. I think that my request for evidence was not unreasonable, and I think that I am justifiably disappointed that none has been forthcoming. Also, the committee should explain the logical basis for assigning percentages to the five divisions at the bottom of page 4 and the rationale fo specifying that "the remedial division will contain no more than two courses below 101 in number in any field." These rigid prescriptions seem to me neither to take account of the varying needs of the society from one time to another nor the flexibility needed to develpp programs which may be more beneficial than the conventional remedial offerings extending one or two levels below the 101 offerings of some departments. The philosophy of the committee is a further hindrance to research and experimentation in the field of compensatory education because faculty members are reluctant to invest the time and effort necessary to develop good compensatory education programs with ~~the~~ Damocles' sword of phase out hung precipitously over their endeavors.

Sincerely,

Morris Murphy

Morris Murphy

Appendix J. Proposals, Spring 1967

March 20, 1967

Mr. Irving B. Slutsky, Dean
Crane Campus, Chicago City College
2250 W. Van Buren St.,
Chicago, Illinois

Dear Dean Slutsky:

Because of the continuing low level of achievement on the part of a great may of our students in the Physical Science 101 and 102 courses as evidenced by the relatively low scores on the common final examinations, it is obvious that some corrective steps should be taken immediately. However, before any more so called "remedial" courses are set up, I believe that the whole problem of providing course offerings to meet the needs of our students should be given some very careful thought. Here are my own views on the subject. I feel that I would be neglecting my duty if I did not express them.

To begin, let me say that I am in agreement with the open door policy of admission to the Junior College and with the principle that we must provide courses for all entering students at a level at which they can function satisfactorily and progress toward a realistic goal of achievement. However, in the area of Physical Science, I am convinced that the low level of achievement is not due to any real lack of knowledge of or about science or the "scientific method" or to any real lack of interest in the communication and computation skills; skills which the student should have acquired in the elementary and high school but, for one reason or another, did not. If and when these weaknesses can be overcome, then there should be no difficulty with Physical Science 101 or 102. If these weaknesses are not corrected, then the student will derive little, if any, benefit from a sub-college level course in any branch of science.

A remedial (sub-college level) course in Physical Science or Natural Science would necessarily have to be run at a level approximating that of High School General Science or even lower. A student finishing such a course, without first correcting his deficiencies in the communication and computation skills, still would be unable to do satisfactory work in a college level course in Physical Science. What then would be the purpose of such a course? What would be its objective? To me a remedial course should be, as the name implies, a course designed to remedy a weekness. If it does not accomplish this objective, then it should not be designated or considered remedial. A "remedial" course which does not remedy a deficiency would accomplish something. It would give the student credit in another course which would count toward a diploma, a certificate of dubious distinction. It would keep the student off the street and off the job market for one or more semesters. It would provide jobs for teachers (who could and should be used for teaching more worthwhile courses). And it would also be a shameful waste of tax money. How can we justify offering a course of this type? Surely, courses of this type are not the solution to our problem.

Here are some suggestions which I consider to be constructive.

1. Continue Physical Science 111 and 112 as they are now being given. Keep the prerequisite of eligibility for English 101 and Mathematics 101 or change the prerequisite to a satisfactory score on the A.C.T. examination.

2. Continue Physical Science 101 and 102 as they now are but add a prerequisite such as a satisfactory A.C.T. score or satisfactory completion of a Basic Program.

3. Set up a Basic Program in block form to inclued Wnglish 088 and 089, Speech 088 and 089, Reading 086 and 087, Mathematics 088 and 089 (mostly arithmetic) and Counseling (non-credit). Students in the Basic Program should be limited to the above courses with a maximum semester load of 12 hours plus Counseling.

If, however, the administration after very careful deliberation still feels that some kind of a course in sub-college level Physical Science or Natural Science is needed to "conform with the times", then i item No. 2 above should be changed to read---

2. Phase out Physical Science 101 and 102 as quickly as possible and substitute Physical Science 087 and 088, the content of which would be elementary arithmetic plus the physical science content of the usual High School course in General Science.

J.A. Schaud

Subject: Purpose for a Basic Program
Date: April 10, 1967
Submitted by: John B. Fiduccia

1. Studens entering "the remedial program"--a grogram designed to alleviate deficiences in certain skill areas--will be enrolled in a program which emphasized communication skills, computational skills, and counseling. This program would include English, reading, Speech, Math, Counseling, and Physical Education.

2. Instruction in the classroom should be supplemented by individualized instruction in the Communication Laboratory. This laboratory should be staffed by a reading expert, an English instructor, a math instructor, and a speech instructor who are willing and able to work with the student.

3. Through the counseling office, the student would arrange for individual counseling during the school day.

4. Such an intensified "remedial program" would be designed as a one year program. Upon successful completion of the program, the student would enter a regular college freshman program (transfer or occupational) in his second year at the college.

5. A student not demonstration the necessary improvement to qualify for a regular college freshman program should be informed that if he wishes to continue his schooling he may do so in a terminal college program which would end after one more year of study at the college. This terminal program would prepare the student for "life situations". It would include such courses as consumer economics, personal hygiene, and other courses which would meet his needs.

6. An interdisciplinary approach may be interwoven into the "remedial program" during the first year. It would entail the submitting of informative materials by a representative of each of the academic disciplines desiring to become involved in the program. Under the direction of the reading expert, the student would read the material which should be adaptable to his reading level. If a further explanation of the material is needed a representative from the discipline submitting the information should be available to enter the reading classroom or Communication Laboratory to accomplish this task.

7. No specific courses of study outside of those designated under "remedial program" (Soc. Sci., 88, Humanities 88 etc.) should be offered to the student during his first year at the college.

April 5, 1967

PROPOSALS OF THE ENGLISH DEPARTMENT FOR COURSES AND PROGRAMS BELOW THE 101 LEVEL

The following recommendations were introduced as motions in meetings of the English department. All of them were passed by a majority vote of the department.

1. There should be a separate department to handle all courses and programs below the 101 level.
2. A committee of teachers from the interested departments of the school should be the policy makers for the new department. The department head should call regular meetings of the committee, act as liaison between the committee and the administration, and see that the policies of the committee are implemented in the program or programs.
3. All faculty members involved in the new department should be volunteers.
4. All teachers in the new department should also teach regular college level courses in order to avoid the development of a second class faculty and to facilitate the articulation of students from below-101-level wrk to a regular college-level program.
5. A two-hour counselling course should be an integral part of the program. This should allow all of the teachers of a block of students and a full-time counsellow to meet with the students in an informal discussion situation twice a week. This would give the students and teachers an opportunity to talk freely and frankly about the parts of the program in which they are involved, problems that individuals are encountering with the work, problems in mechanics such as tardiness, absence, dropping out, etc. Some of the subject matter of our previous counselling course could be incorporated such as "how to study," etc. The counsellor could administer aptitude tests, etc., and the students' seeing and hearing could be tested. The presence of a full-time counsellor in these sessions should give him insight about the academic as well as other problems of the students which could make counselling sessions with individuals more constructive than they otherwise could be. The teachers and committee members as well as the full-time counsellors should be encouraged to visit the classes of the new department regularly. Teachers who volunteer for these classes should know that such visitation is likely.
6. Problems of articulation should be worked out jointly by the new department and the regular academic departments of the school.

The following are some random thoughts of my own which I am adding here mainly to fill out the page.

1. Now is the best time to initiate the new department. We must hire a number of new faculty members for next year because of the reduced class load. People can be hired for this work, and no present faculty member who would prefer to operate exclusively at the college level will need to be pressed into below 101 level work.
2. A year of block programs could be followed by intensive tutoring for those students who are still making appreciable progress but who have still not reached college level in one or more of the major academic areas. (According to the Gates Reading Survey, the average English 98 student read at the 8th grade level at the beginning of last semester but at the 10th grade level by the end of the semester. If this rate of progress could be sustained, the average entering 98 student could reach college level reading in one year; but many will not make it in a year either because they started below the eighth grade level or because they will not have progressed as rapidly as the average.)
3. Several ideas were expressed during our meetings about what could be done with students who show no progress toward higher literacy. My own feeling is that the exclude policies should be applied uniformly in the new department as well as in the rest of the departments of the school and that there should be no terminal programs per se below 101.

M. Murphy

APPENDIX K

THREE PROPOSALS FOR COMPONENTS NOT INCLUDED IN COMPENSATORY EDUCATION I OR II

PERSONAL AND FAMILY FINANCE AS A COMPONENT IN COMPENSATORY EDUCATION

In the latter part of the Spring 1967 semester when a faculty committee was charged with the responsibility for planning the curriculum of the Compensatory Education Program, the full-time members of the Crane Campus Business Department met for a number of informal discussions directed to preparing recommendations relative to the desirability for including certain content material in the proposed program which might be described as Personal and Family Finance.

These recommendations for the inclusion of content in the field of personal and family finance were based on the following reasons:

1. Many individuals in this particular group of students (i.e., the participants in the contemplated Compensatory Education Program) will, in all probability, be more likely than most entering college freshmen to enter the labor market quite soon, thus encountering in a short while problems of financial decision-making in the purchase of food, clothing, shelter, etc.
2. As young adults and potential homemakers and homeowners, they will very soon find themselves making decisions relative to the purchase of insurance; investments in savings institutions, e.g., banks, credit unions, savings and loan associations; obligations relating to the purchase of cars, homes, home furnishings; evaluation of cash vs. installment purchases, credit cards, etc.
3. We know that there is unassailable evidence that members of minority groups are often victimized in their purchases by the illegal, ruthless tactics of some merchants and businessmen. While we sincerely feel that this is an area from which all of our students might profit, it does seem that we have a real obligation to present some valuable information to the particular students who may be involved in the special remedial program.
4. Because the contemplated program will be offered on a non-credit basis, it would seem that this is a particularly suitable time to include content in this area.

As a consequence of these recommendations, the Business Department was asked to make a personal presentation of the possible course content to the to the Compensatory Education Committee, and at that time Mr. Emer outlined the following units which might have a legitimate place in the course content:

I. Your Pay Check

Wages: Regular and Overtime

Deductions: Social Security; Income Tax; Hospitalization;
Group Insurance; Union Dues

II. Budgeting Principles for the Individual and the Home

III. Purchases

Cash and Charge Accounts

Use of Credit Cards

Time Payments in Installment Purchases

Prepayment Policies

Computing Interest Rates

IV. Shelter

Rental Leases

Home Purchase: Contracts and Mortgages
Computing Principal and Interest Payments
Sources of Home Loans

V. Investments

Savings Banks; Savings and Loans; Profit-Sharing with Employers

VI. Insurance

Life; Automobile; Personal Property

VII. Sources of Information for Guidance in Purchases

Guides; Consumers' Reports; Advertising and Its Effects

VIII. Personal Income Tax

The Short Form

The Itemized Form

The representatives from the Business Department pointed out during the presentation that a large amount of source reading material at the appropriate grade and vocabulary level could be used for assigned readings and as motivation for various activities in basic communication--themes, panel discussions, letter-writing, debates, etc.

The Compensatory Education Committee received the presentation cordially and with considerable enthusiasm and indicated that the recommendations would be reviewed and weighed during the Summer of 1967 for possible inclusion in the content for the program.

In July 1967, Mr. Murphy, Coordinator of the Compensatory Education Committee, wrote to Miss Plunkett, Chairman of the Business Department, stating that for budgetary reasons it had not been considered feasible to include teaching hours for the segment on Personal and Family Finance in the program. His letter, however, included statements indicating the favorable attitude of a majority of the committee toward the value of the suggested materials not only for the students of this particular program, but also for junior college students in general.

(Note: This component is now functioning in Compensatory Education III.)
M.M.

From the minutes of the Compensatory Education Committee

Meeting of June 23, 1967

PROPOSAL FOR A PERSONAL HYGIENE COMPONENT OF THE COMPENSATORY PROGRAM

Paul Mall
Chairman, Physical Education Department

Mr. Mall asked the committee to adopt a personal hygiene aspect for our program. He suggested that we might identify the concern as personal but that it could cover a wide range of health difficulties such as TB, nutrition, mental health, addiction, etc. He suggested that visits to local clinics and care centers would be an integral part of the contribution his department would make. Mr. Murphy advised the committee that verbalization could follow the field trips and that compositions could follow verbalization. He suggested that English teachers should go on the field trips in order to share the experience with students. In this way they could better direct the follow-up discussions and writing assignments. Mr. Mall estimated that the equivalent of eight weeks' instruction would be necessary for his contribution. The committee accepted his proposals in general and directed Mr. Mall to begin planning specifically for the fall. The committee also informed Mr. Mall that it would contact the Dean concerning funds for his participation.

[Note: The request of the committee for the funding of this aspect of the program was turned down by the administration. The grounds for the rejection of various requests for funds that the committee made throughout the year was often that the word from downtown was that it had been decided that the resources of the institution for experimentation in remediation were to be funeled into the Urban Studies Center and that our work was a duplication of the work of the Center. M. M.]

CHARLES G. BLOOM
5210 SOUTH BLACKSTONE
CHICAGO 15, ILLINOIS

To: Morris Murphy, Chairman
Compensatory Education
Crane City College

From: Charles G. Bloom

Subject: Jazz Unit for Compensatory Education Students

Marshall Stearns, author of Story of Jazz defines Jazz as a 300 year old blending in the United States of European and African music. A unit on Jazz should lead to some sympathy and understanding of European music as well as Afro-American traditions, culture and history. It provides a good first contact with college Humanities since it subjects an easily understood musical genre to the kind of analysis which leads to formal appreciation. Most important of all it speaks to the ethnic needs of an Afro-American majority of compensatory college students who find it rewarding to learn of their own contribution th the mainstream of culture. This subject matter can provide an ego-building experience and lay the basis for further interest in musical subject matter.

The Jazz Unit which I am suggesting was taught in the place of a Negro History Unit at Hyde Park High School in 1964 and again last fall as part of the Remedial Humanities Program at Wilson City College. It is based to a large extent on Marshall Stearns Story of Jazz (Mentor) which should be required reading for the Unit.

The Unit is taught as a series of lectures illustrated by a tape of major Jazz recordings which emphasizes traditional or historic Jazz. (I have shied away from the contemporary scene by way of emphasizing the lasting value of the genre). The unit is introduced by Lillian Hardin Armstrong (Satchmo and Me: Riverside) who tells her personal recollections of early Jazz musicians and most important of all tells how Jazz came to Chicago. The remainder of the unit is taught in five principal sections:

I. Analysis and Synthesis of Jazz Band Instrumentation
II. African Roots of Jazz
III. European Elements in Jazz
IV. Music of the Rural Negro
V. History of the Blues

The last section attempts to synthesize the preceeding sections and ends with four Billie Holiday recordings which serve as a transition to the contemporary Jazz.

In connection with the lectures appropriate films can be shown. Assignments asking students to interpret Jazz History and Negro History and to render musical analysis would be helpfullto intellectual growth and attainment.

APPENDIX M

MATHEMATICS M-42

Write the answers to the following problems on the answer sheet provided. You will have 50 minutes to complete this test. You may leave earlier if you have finished as many as you are able.

DO NOT WRITE ON THIS TEST BOOKLET.

1) 876 + 23 =
2) 2945 + 346 + 89 =
3) 973 - 761 =
4) 9234 - 6759 =
5) 6 x 785 =
6) 879 x 697 =
7) 380 ÷ 5 =
8) 33264 ÷ 36 =
9) 49 ÷ 15 =
10) 5/9 + 2/9 =
11) 5/9 + 5/12 =
12) 3/4 + 2/3 =
13) 2 3/5 + 4 2/3 + 1 5/12 =
14) 5/9 - 1/2 =
15) 9 2/5 - 6 2/3 =
16) 5 ÷ 1/3 =
17) 2 1/2 ÷ 3/4 =
18) 2 4/7 ÷ 9/14 =
19) 38.56 - 29.7735 =
20) 5.493 + 652.9 =
21) 5.437 x 3.1 =
22) 2.47 x 35.8 =
23) 23.5 ÷ 100 =
24) 26.7867 ÷ 2.7 =
25) 625 ÷ .025 =
26) 2 5/8 + .375 =
27) 12% of 50 =
28) 10% of 5000 =
29) 150% of 46 =
30) 1/4% of 250 =
31) What per cent is 15 of 25?
32) What is 200% of 6?

Mathematics M-42 - page 2

Numbers 33 - 41: Solve for x

33) $-2x = 9$

34) $-3x = -42$

35) $36x + 8 = 48x$

36) $5x - 15 = 2x + 54$

37) $-5(x - 2) = 3(-x - 2)$

38) $x^2 - (x - 1)^2 = 17$

39) $(x+3)(x+15) = (x+7)^2$

40) $\frac{4x}{3} - 14 = \frac{x}{2}$

41) $\frac{2x+1}{3} = \frac{x-8}{3} - \frac{x-4}{6}$

Solve for x and y:

42) $3x + 2y = 16$

$4x + 5y = 33$

PROFILE OF THE CRANE COLLEGE ENGLISH DEPARTMENT SPRING SEMESTER, 1967

The curriculum for each of the four courses in the composition sequence is planned by a departmental committee for each course. The planning of the committees is reviewed by the department as a whole in order to reduce needless repetition in the courses and to ensure that they function as a sequence of learning experiences. In general, English 98 concentrates upon the mechanics of grammar, spelling, and punctuation in writing sentences within the context of one and two page themes. English 100 concentrates on organizing sentences into well developed paragraphs. English 101 concentrates on the organization of expository writing assignments consisting of several paragraphs, and English 102 teaches the student how to organize longer expository assignments of this kind and the mechanics of documentation. A grade of C or better is required fof the student to pass from one composition course to the next higher course in the sequence. Two mimeographed booklets were developed during the summer to further aid the student's articulation along the composition sequence: a student handbook and a departmental list of symbols for the correction of themes.

In general, the remedial courses function to keep unqualified students out of the regular college-level courses, to prepare students for the college-level courses, and to improve the literacy of all whether they enter the college-level courses or not. The college-level courses serve to further increase the literacy of students and to prepare some for successful articulation with institutions awarding higher degrees. Pre- and post-testing results and other data should be compiled regularly to determine how well the composition sequence is achieving these goals.

STRENGTHS

ENGLISH 98. Since many of the errors that the typical English 98 student makes are not treated in published texts, the department has developed a syllabus for the course which includes a dialect grammar and practice materials for homework and classroom recitatation. Reading units are of descriptive, narrative, and expository types. The social science department has supplied one of the readings to correlate with Social Science 88 which is part of a block program including English 98. Emphasis in reading assignments is upon comprehension of short, relatively difficult readings with particular attention paid to dictionary skills required for mastering unfamiliar words. There is a writing assignment related to each reading assignment.

Since many of the English 98 student's writing errors are transcriptions of his spoken dialect, it seems that a multiple listening, speaking, reading, and writing approach is necessary if the student is really to understand his writing errors sufficiently to be able to correct them without always being told what to do by a teacher. Upon the recommendation of the English and speech departments last spring, correlated remedial English and speech courses were instituted on an experimental basis this year, and Mr. Fiduccia and Mr. Murphy read papers on the speech and writing aspects of the problem at the Illinois Speech Association Convention, November 4, 1966. There has been some correlation with the social science department as well.

ENGLISH 100. The objective of English 100 and Reading 99 is to give the student the background in reading and writing that will ensure him a fair chance of success in the college English sequence. Considering the kind of students enrolled in English 100 and Reading 99 and the objectives of the course, it becomes apparent that the student cannot be exposed to a kind of instruction that has already failed him. Therefore, the course is designed to provoke the interest of the student by treating him as an individual with specific problems in reading and writing and to introduce him to the kinds of intellectual problems he will face in English 101. In general then, the work in English 100 and Reading 99 falls into two categories: remedial and preparatory. As far as possible, the work is handled on an individual basis through personal conferences, close attention to the writing problems he has and the methods by which these problems are solved, and reading assignments geared to his individual capacity. In order to introduce him to the kinds of material he will study in English 101, he also is given the opportunity to participate in class discussions of college-level essays whose styles and themes are topical and interesting. The study of grammar is shown to be an indispensable tool for good reading and writing, and is approached through the method of programmed learning. Writing assignments are graduated in difficulty. Starting with paragraphs, the student later learns how to build these into themes of the type he will be expected to write in English 101.

ENGLISH 101. In reading, greater stress is placed upon the analysis of paragraph structure and the overall organization of the piece than is possible in English 100. Readings are selected to include the following elements of rhetoric: definition, classification and division, comparison and contrast, methods of analysis in combination, argumentation and persuasion. Writing is mainly of the expository and argumentative types with attention given to sound logic and tight organization. The student should get enough practice in the organization of various kinds of expository themes of several paragraphs so that he will be ready to add documentation to these forms in English 102.

ENGLISH 102. The major purpose of English 102 is to inform students of the procedure used in writing a term paper. In preparation for this assignment, the students study footnote and bibliographic form, research methods, documentation, quoting procedures, and the general organization and style necessary to produce a successful scholarly paper. The reading material has been chosen with this purpose in mind. It is of two types: factual prose and imaginative literature. The first gives the students practice in analyzing factual writing which should help them in the construction of their research papers. The second acquaints them with the analytical techniques essential to the proper understanding of poetry, the short story, the drama, and the novel.

JOURNALISM. Crane students take great pride in producing an excellent paper. The student learns the fundamentals of newspaper design and typography in English 150 and receives practical experience in lab sessions. The course in newswriting, English 151, offers aid to those who hope to become reporters and to some who are reporters and want to do their work better. It is intended to help them understand and use the crafts and apply their artistic endowments in the effective gathering and spreading of news materials.

LITERATURE. The most frequently offered literature courses are Lit. 116, Lit. 120, and Contemporary American Negro Literature, a course offered at the Crane Branch only. The first half of this course concentrates upon historical and sociological materials, and the second half upon imaginative works. The few students who enroll in literature courses usually do so because they are interested. Low enrollment affords students an opportunity for maximum participation. There is also high faculty interest in literature courses.

Since many of our students live in areas of the city in which riots have occarred during the past two summers, the Negro literature course would seem to fulfill a need for students to realize their identities as American Negroes in a positive way. The course is also designed to bridge the gap between a limited reading interest of many of our students and a broader interest in literature in general.

LIMITATIONS

ENGLISH 98. One major problem is in the identification of entering students who have the kinds of errors in their writing that the course is designed especially to deal with. No testing instrument that we have used so far has been entirely satisfactory for this purpose. Considering the spoken-dialect basis of many of the students' writing problems, more oral work would seem desireable in English classes as well as speech classes, but listening and speaking in the classroom situation is seriously hampered by the noises of the expressway, the fire alarm, the high school students, the auto shop, and the machinery in the engine room nearby.

ENGLISH 100. The students who place in this course generally are not oriented toward reading and writing and have already been exposed unsuccessfully to the study of grammar. Quite often the student is poorly motivated and lacks the self-discipline and study habits requisite for success in college English courses. The major challenge then is to motivate and encourage students in the areas of reading, writing, and grammar. Another difficulty is that even those few students who have a theoretical knowledge of grammar and usage fail to apply this knowledge in their writing.

ENGLISH 101. Many students lack the prerequisite skills for theme construction and have not a firm grasp on the fundamentals of spelling, grammar, and punctuation. This is true of those initially placed in English 101 by testing as well as those admitted from below-college level courses. Time must be spent on these matters not ordinarily considered part of the English 101 course content. Not having a handbook of grammar and style has been pointed out as a handicap by several English 101 instructors.

ENGLISH 102. Even though English 102 is an elective course and the students entering it have successfully completed English 101, one of the major difficulties encountered is that some students still reach English 102 with serious errors in spelling, grammar, and punctuation characteristic of their writing. This shows that much remains to be done in raising the standards of the college-level courses so that our graduates will not find the doors of some colleges and universities closed to them because of gross illiteracies in their speech and writing.

JOURNALISM. In the junior college, the period of apprenticeship for the journalism student is far too short; extensive "practical experience" is limited. In the one hour English 150 course, it is difficult to cover in depth all the material in the time allotted. Because of enrollment decreases and rapid student turnover, the inexperienced student is too often called upon to tackle news assignments for which he has not had sufficient training and practical experience.

LITERATURE. Students are often enrolled in literature courses who are not ready to read college-level literature since there is no prerequisite or placement test for literature. The department has offered a wide variety of literature courses, but many of these had to be withdrawn because we failed to register the minimum number of students required. The result has been that we have been unable to run a wide spectrum of literature courses. The survey courses in British and American literature attempt to cover too much literature for a single course to handle adequately. This will be somewhat alleviated by the change from the trimester to the semester system.

PLANS FOR OVERCOMING LIMITATIONS

ENGLISH 98. If the correlation of speech courses with remedial English courses is judged to have been useful at the end of the year, it is likely that the English department will press for further correlation of this kind. If, on the other hand, it is judged adversely, it is likely that the correlation will be abandoned and some other approach, perhaps with less emphasis upon the analysis of errors and extensive drill, will be tried. If we are still concerned with the manner in which students speak as well as write when we move to the new building, it is likely that greater headway can be made in the areas of listening and speaking with less background noise which we will hopefully enjoy.

ENGLISH 100. If the correct approach to the problems faced by English 100 students is found to be the method of personal conference, involving a close student-teacher relationship, in the future it might be possible to accentuate this approach, especially if in the new building facilities are available for sub-dividing classes into smaller groups within the classroom area. Thus a combination of small study-groups and individual tutoring sessions should provide a situation in which it would be possible to achieve a correlation between the student's knowledge of grammar and his practical application of it in his written work by means of discussion between the teacher and students using the vocabulary that grammar provides to help the student understand the nature of his errors and correct them. Also, greater use could be made of interest-provoking mechanical aids, such as the SRA programmed composition series for use with an overhead projector.

ENGLISH 101. Cut-off scores on the English placement test are now being reevaluated. Adoption of the semester plan allows more time for the below-college courses to deal with the mechanical aspects of writing more thoroughly. Attention to structure of paragraphs, the progression to writing unified themes as outlined for English 100 should aid materially in preparing a student for English 101. The adoption of a standard English handbook should provide a comprehensive guide for classroom work and independent study in the area outlined under "limitations."

ENGLISH 102. It is hoped that the continual improvement of the earlier English courses will help to overcome the weaknesses of the English 102 courses. Individual tutoring of students outside the classroom situation has been and always will be an effective device for overcoming students' grammatical failures. It is hoped that both instructors and students will make use of this device and that more time will be set aside in instructor's schedules for this in the future.

JOURNALISM. When enrollment indicates that Crane students are working fewer hours outside school, then English 150 should become a three-semester hour course, or an additional three-hour course in newspaper design and typography not connected with the production of the college newspaper might be added. In addition to English 151, there shoul be a second course in advanced newswriting, which would consider critical writing in depth: book reviews, drama and movie reviews, art reviews, and music reviews. Our enrollment would have to stabilize itself before this course could be offered.

LITERATURE. Literature offerings might be improved by the formation of a departmental committee to plan and promote literature courses. A literature club might be organized to promote an interest in literature among the students.

THE UNDERSIGNED MEMBERS OF THE ENGLISH DEPARTMENT HAVE READ AND APPROVED THIS REPORT:

William J. Leahy
Arline J. Crowdson
Dorothy McNulty
Marion H. Stiller
O A Hazik
Morris Murphy
Robert Healy
Carl H. Adler
Rita M. Gillespie

Joseph R. Vojacek
Spencer Evans

CRANE CITY COLLEGE

ENGLISH DEPARTMENT

Statement of Departmental Philosophy and Objectives

Fall Semester, 1967

The English Department at Crane subscribes to the open door policy and is committed to the development of the wide range of remedial and regular college courses necessary to make that policy a reality. In general, remedial courses function to keep unqualified students out of the regular college courses so that these can be run as bona-fide college courses, to prevent the registration of students for courses in which it is a foregone conclusion that they will fail, to prepare students for success in college-level courses, and to improve the literacy of all whether they enter the college-level courses or not. The department decided some time ago that if we did not do our remedial work well, we could not run really transferable college-level courses.

The majority of our entering students are linguistically deprived. This handicaps them in their efforts to succeed academically and to rise socially and economically. Various members of the department are interested in the nature of this linguistic deprivation and are pursuing graduate study related to it. Some members of the department have long been engaged in experimentation with materials, methods, courses, and programs in conjunction with other departments designed to deal with the problems of linguistic deprivation. We believe that although the vernacular of many of our remedial students diverges strikingly from standard English (in such matters as the formation of plurals of nouns and the past tenses and participles of verbs, for instance), it is as good as any other dialect for informality. What we try to convey to students is the necessity for their developing a formal level of usage for academic use and for use in related social and economic climbing situations.

We have realized that when we touch upon a student's linguistic deprivation, we are likely to strike a sensitive area in his personality related to other kinds of deprivation experienced by Black students living in the ghetto; therefore, the department has shown growing concern not only for sensitive and effective approaches to the teaching of remedial English and reading but also to the entire context of courses, counseling services, student activities, and faculty-student relations in which his remedial English and reading experience occurs.

The college-level courses serve to further increase the literacy of students and to prepare some for successful articulation with institutions awarding higher degrees.

The English department has enthusiastically participated in innovative programs at both ends of the academic spectrum at Crane this year: the new Compensatory Education program and Project Coop. Departmental committees for the various composition levels have been reorganized and have continued the process of revising the syllabi and evaluating the materials and methods used in them. These activities illustrate our continued commitment to experimentation as the basis for the evolution of courses and programs to fit the needs of whatever students the open door policy brings to us.

APPENDIX O

A TABULATION OF CRANE ENGLISH DEPARTMENT GRADES FOR FOUR SEMESTERS

Fall 1966 through Spring 1968

COMPOSITION SEQUENCE

1. What percent of A's, B's, C's, etc. was awarded at each composition level during the past four semesters? (The data was taken from the grade distribution sheets.)

							F				
	A	B	C	% Passing	D	R	Acad.	Unof.	W Aud.	W.	Total Students
Fall '66											
Day 98	1%	15½%	40½%	58%	14%	0%	5%	5½%	0%	17½%	140
Eve 98	1	10	14	25	8	0	4	50	0	13	84
Day 100	0	2	42	44	18	0	13	8	0	18	121
Eve 100	2	7	22	31	18	0	18	13	0	20	60
Day 101	1	16	38	55	19	1	9	6	0	10	153
Eve 101	2	5	32	39	16	0	25	0	0	20	56
Spring '67											
Day 98	1	4	30	35	21	1	5	25	0	13	83
Eve 98	3	7	45	55	10	0	2	28	0	5	67
Day 100	0	9	37	46	21	0	15	5	0	13	131
Eve 100	0	7	26	33	16	3	3	20	0	25	69
Day 101	0	12	27	39	23	0	8	11	0	19	103
Eve 101	3	13	23	39	27	0	6	14	0	14	64
Fall '67											
Day 98	0	8	29	37	24	1	4	13	0	21	63
MP. ED. (Eve 98)	1	15	35	51	20	1	3	16	0	9	69
MP. ED. Day	0	14	44	58	23	0	2	10	0	7	98
Day 100	0	13	38	51	8	2	19	10	0	10	117
Eve 100	3	8	21	32	19	0	13	20	0	16	74
Day 101	4	21	40	65	9	0	6	7	0	13	235
Eve 101	4	15	28	47	6	11	0	23	0	13	53
Sp '68											
Day 98	0	2	25	27	37	0	2	23	0	11	44
Eve 98	2	13	29	44	22	0	0	23	2	9	55
MP. ED. Day	0	14	44	58	20	0	7	11	0	4	54
Day 100	1	10	42	53	20	0	11	7	0	9	120
Eve 100	0	3	30	33	28	1	7	14	0	17	88
Day 101	1	10	49	60	11	1	9	7	0	12	128
Eve 101	1	5	22	28	28	1	1	22	0	20	79

NUMBER OF GRADES IN ENGLISH 98 CLASSES

DAY

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W	Total Students
Fall '66	1	22	57	80	20	0	7	8	0	25	140
Spring '67	1	3	25	29	17	1	4	21	0	11	83
Fall '67	0	5	18	23	15	1	3	8	0	13	63
Spring '68	0	1	11	12	16	0	1	10	0	5	44

EVENING

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W	Total Students
Fall '66	1	8	12	21	7	0	3	42	0	11	84
Spring '67	2	5	30	37	7	0	1	19	0	3	67
Fall '67	COMPENSATORY EDUCATION PROGRAM INSTEAD OF EVENING 98 CLASSES										
Spring '68	1	7	16	24	12	0	0	13	1	5	55

COMPENSATORY EDUCATION PROGRAM

DAY

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W	Total Students
Fall '67	0	14	43	57	22	0	2	10	0	7	98
Spring '68	0	8	24	32	11	0	5	4	0	2	54

EVENING

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W	Total Students
Fall '67	1	12	16	29	10	2	3	17	0	8	69

NUMBER OF GRADES IN ENGLISH 100 CLASSES

DAY

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W.	Total Students
Fall '66	0	2	51	53	21	0	16	9	0	22	121
Spring '67	0	12	49	61	27	0	20	6	0	17	131
Fall '67	0	15	45	60	9	3	21	12	0	12	117
Spring '68	1	12	50	63	24	0	13	9	0	11	120

EVENING

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W.	Total Students
FALL '66	1	4	13	18	11	0	11	8	0	12	60
Spring '67	0	5	19	24	11	2	2	13	0	17	69
Fall '67	2	6	16	24	14	0	10	14	0	12	74
Spring '68	0	3	26	29	25	1	6	12	0	15	88

NUMBER OF GRADES IN ENGLISH 101 CLASSES

DAY

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W	Total Students
Fall '66	2	24	58	84	29	1	14	10	0	15	153
Spring '67	0	12	29	41	24	0	8	11	0	19	103
Fall '67	9	50	95	154	20	0	14	16	0	31	235
Spring '68	1	13	63	77	16	1	11	8	0	15	128

EVENING

	A	B	C	Passing	D	R	F Acad.	F Unof. W.	Aud.	W	Total Students
Fall '66	1	3	18	22	9	0	14	0	0	11	56
Spring '67	2	8	15	25	17	0	4	9	0	9	64
Fall '67	2	8	15	25	3	6	0	12	0	7	53
Spring '68	1	4	17	22	22	1	1	17	0	16	79

PERCENTAGE OF GRADES IN ENGLISH 98 CLASSES

DAY

	A	B	C	%Passing	D	R	F Acad.	F Unof.	W. Aud.	W	Total Students
Fall '66	1%	15½%	40½%	58%	14%	0%	5%	5½%	0%	17½%	140
Spring '67	1	4	30	35	21	1	5	25	0	13	83
Fall '67	0	8	29	37	24	1	4	13	0	21	63
Spring '68	0	2	25	27	37	0	2	23	0	11	44

EVENING

	A	B	C	%Passing	D	R	F Acad.	F Unof.	W. Aud.	W	Total Students
Fall '66	1	10	14	25	8	0	4	50	0	13	84
Spring '67	3	7	45	55	10	0	2	28	0	5	67
Fall '67	COMPENSATORY EDUCATION PROGRAM INSTEAD OF EVENING 98 CLASSES										
Spring '68	2	13	29	44	22	0	0	23	2	9	55

COMPENSATORY EDUCATION PROGRAM

DAY

	A	B	C	%Passing	D	R	F Acad.	F Unof.	W. Aud.	W	Total Students
Fall '67	0	14	44	58	23	0	2	10	0	7	98
Spring '68	0	15	45	60	20	0	9	7	0	4	54

EVENING

	A	B	C	%Passing	D	R	F Acad.	F Unof.	W. Aud.	W	Total Students
Fall '67	1	15	35	51	20	1	3	16	0	9	69

PERCENTAGE OF GRADES IN ENGLISH 100 CLASSES

DAY

	A	B	C	%Passing	D	R	F				Total
							Acad.	Unof.	W. Aud.	W.	Students
Fall '66	0%	2%	42%	44%	18%	0%	13%	8%	0%	18%	121
Spring '67	0	9	37	46	21	0	15	5	0	13	131
Fall '67	0	13	38	51	8	2	19	10	0	10	117
Spring '68	1	10	42	53	20	0	11	7	0	9	120

EVENING

Fall '66	2	7	22	31	18	0	18	13	0	20	60
Spring '67	0	7	26	33	16	3	3	20	0	25	69
Fall '67	3	8	21	32	19	0	13	20	0	16	74
Spring '68	0	3	30	33	28	1	7	14	0	17	88

PERCENTAGE OF GRADES IN ENGLISH 101 CLASSES

DAY

	A	B	C	%Passing	D	R	F				Total
							Acad.	Unof.	W. Aud	W.	Students
Fall '66	1	16	38	55	19	1	9	6	0	10	153
Spring '67	0	12	27	39	23	0	8	11	0	19	103
Fall '67	4	21	40	65	9	0	6	7	0	13	235
Spring '68	1	10	49	60	11	1	9	7	0	12	128

EVENING

Fall '66	2	5	32	39	16	0	25	0	0	20	56
Spring '67	3	13	23	39	27	0	6	14	0	14	64
Fall '67	4	15	28	47	6	11	0	23	0	13	53
Spring '68	1	5	22	28	28	1	1	22	0	20	79

APPENDIX P

PERCENTAGE OF CRANE ENROLLMENT REGISTERED IN REMEDIAL ENGLISH COURSES - 4 SEMESTERS

	ENTIRE SCHOOL			ENGLISH 101			ENGLISH 100			ENGLISH 98			COMPENSATORY EDUCATION			ENTIRE SCHOOL %			ENGLISH PLACEMENT TEST
	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	NOT TAKING ENGLISH	TAKING ENGLISH	TAKING REMEDIAL ENGLISH 98+100	FORM R
FALL 1966																			
NUMBER	910	699	1609	153	56	209	121	60	181	140	84	224				381	1228	405	
PERCENT OF SCHOOL TOTAL	56.6%	43.4%		9.5	3.5	13	7.5	3.7	11.3	8.7	5.2	13.9				13.7	86.3	25.2	
	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL				FORM R
SPRING 1967																			
NUMBER	808	552	1360	103	64	167	131	69	200	83	67	150				326	1034	350	
PERCENT OF SCHOOL TOTAL	59.4%	40.6%		7.6	4.7	12.3	9.6	5.1	14.7	6.1	4.9	11.0				24.0	76.0	25.7	
	DAY	EVE.	TOTAL	DAY	EVE	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL			98,100 + COMP. ED. I	FORM RS
FALL 1967																			
NUMBER	999	718	1717	235	53	288	117	74	191	63	EVENING EXTENSION OF	63	98	69	167	397	1320	421	
PERCENT OF SCHOOL TOTAL	58.2	41.8		13.7	3.1	16.8	6.8	4.3	11.1	3.7	COMP. ED. I INSTEAD	3.7	5.7	4.0	9.7	23.1	76.9	24.5	
	DAY	EVE.	TOTAL	DAY	EVE.	TOTAL	DAY	EVE	TOTAL	DAY	EVE	TOTAL	DAY	EVE	TOTAL			98,100 + COMP. ED. II	FORM RS.
SPRING 1968																			
NUMBER	1160	619	1779	128	79	207	120	88	208	44	55	99	54	NO EVE. EXTENSION OF	54	742	1037	361	
PERCENT OF SCHOOL TOTAL	65.2	34.8		7.2	4.4	11.6	6.8	5.0	11.7	2.5	3.1	5.6	3.0	COMP. ED. II	3.0	41.7	58.3	20.3	

CRANE ENGLISH 98 CLASSES AND COMPENSATORY EDUCATION

TEST English Placement, Form RS

PRETEST September, 1967

DAY CLASSES

SEMESTER Fall Semester, 1967

POSTTEST January, 1968

CLASSES	98 AB		98 GH		98 JK		COMP. ED. DAY 40 & 41			
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	24	50		52		47	54	59		
LOW SCORE	8	19		17		33	7	15		
NUMBER OF STUDENTS	4	11	1	13	1	12	97	75		
MEAN SCORE	16.3	36.2	34	37.2	21	44	36	42		
IMPROVEMENT SCORE							6			

CUT-OFF SCORES FOR FORM RS - SCORE	COMPOSITION LEVEL
56 - 70	101
36 - 55	100
0 - 35	98

EVENING CLASSES

NO EVENING ENGLISH 98 Classes WERE SCHEDULED. THE EVENING EXTENSION OF THE COMPENSATORY PROGRAM WAS RUN INSTEAD.

CLASSES	Comp. Ed. Eve. 38		Comp. Ed. Eve. 39							
PRE- OR POSTTEST	29	24	26	21						
HIGH SCORE	34	66	58	57						
LOW SCORE	7	17	11	13						
NUMBER OF STUDENTS	29	24	26	21						
MEAN SCORE	21	33.2	25.1	34.8						
IMPROVEMENT SCORE	12		10							

CRANE ENGLISH 100 CLASSES

TEST English Placement, Form RS

SEMESTER Fall Semester, 1967

DAY CLASSES

PRETEST September, 1967

POSTTEST January, 1968

CLASSES	100 DE		100 GH-1		100 GH-2		100 GH-3		100 JK	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	54	61	59	62	48	58	49	58	45	55
LOW SCORE	29	34	17	11	44	23	27	18	38	20
NUMBER OF STUDENTS	31	21	27	18	3	16	4	11	3	17
MEAN SCORE	41.3	51.5	41.7	46.3	45.7	44.3	36.5	39.4	41.3	42.7
IMPROVEMENT SCORE	10.2		4.6							

Mean pre-score of 58 English 100 day students registered in two classes with different teachers (DE & GH-1) = 41.5

Mean post-score of 39 students in the same two classes = 48.9

Mean improvement score for English 100 DE and GH-1 students = 7.4

EVENING CLASSES

CLASSES	100 RT		100 SU		100 TV-1		100 TV-2			
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
~~HIGH SCORE~~	59	61	54	65	58	62	55	64		
LOW SCORE	29	22	25	30	18	30	14	33		
NUMBER OF STUDENTS	21	19	18	20	20	14	18	13		
MEAN SCORE	41.9	44.5	40.7	47.6	39	46.4	44.3	48.4		
IMPROVEMENT SCORE	2.6		6.9		7.4		4.1			

Mean pre-score of 77 English 100 evening students registered in four classes with three different teachers 4 41.44

Mean post-score of 66 students in the same four classes = 46.73

Mean improvement score for evening English 100 students = 5.3

CRANE ENGLISH 101 CLASSES

TEST English Placement, Form RS
SEMESTER Fall Semester, 1967

DAY CLASSES

PRETEST September, 1967
POSTTEST January, 1968

CLASSES	101 D		101 G							
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE		62		64						
LOW SCORE		30		34						
NUMBER OF STUDENTS		16		18						
MEAN SCORE		45.8		50.0						
IMPROVEMENT SCORE										

Mean post-score of 34 day students registered in two classes with different teachers = 47.9

EVENING CLASSES

CLASSES	101 S		101 U							
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE		65		64						
LOW SCORE		37		40						
NUMBER OF STUDENTS		15		14						
MEAN SCORE		54.5		52.4						
IMPROVEMENT SCORE										

Mean post-score of 29 evening English 101 students registered in two classes with different teachers = 53.5

CRANE ENGLISH 98 CLASSES AND COMPENSATORY EDUCATION PROGRAM

TEST Nelson-Denny Reading

DAY CLASSES

PRETEST Form A: September, 1967

POSTTEST Form B: January, 1968

SEMESTER Fall Semester, 1967

CLASSES	98 AB		98 GH		98 JK		COMP. ED. DAY			
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE		41	52	38	80	41	88	85		
LOW SCORE		11	7	13	20	11	15	17		
NUMBER OF STUDENTS		12	22	13	10	10	97	69		
MEAN SCORE		22.8	31.9	22.5	35.8	22.2	45	44		
IMPROVEMENT SCORE			0		0		0			

Mean pre-score of 32 English 98 day students registered in two classes (GH & JK) = 33.83

Mean post-score of 23 English 98 students registered in the same classes = 22.35

Mean improvement score for English 98 GH & JK students = 0

EVENING CLASSES

NO EVENING ENGLISH 98 CLASSES WERE SCHEDULED. THE EVENING EXTENSION OF THE COMPENSATORY PROGRAM WAS RUN INSTEAD.

CLASSES COMP. ED.	EVENING 038		039 (Two groups: one meeting Mon. & Wed., the other Tue. & Thurs.)							
PRE- OR POSTTEST	PRE	POST	PRE	POST						
HIGH SCORE	53	53	56	66						
LOW SCORE	8	10	11	10						
NUMBER OF STUDENTS	29	23	26	21						
MEAN SCORE	25.8	28.3	30.4	31.5						
IMPROVEMENT SCORE	2.5		1.1							

CRANE ENGLISH 100 CLASSES

TEST Nelson-Denny Reading

DAY CLASSES

PRETEST Form A: September, 1967

POSTTEST Form B: January, 1968

SEMESTER Fall Semester, 1967

CLASSES	100 DE		100 GH-1		100 GH-2		100 GH-3		100 JK	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	70	56	74	77	80	56		52	77	60
LOW SCORE	10	20	27	22	11	8		22	16	19
NUMBER OF STUDENTS	31	16	28	18	22	13		14	18	17
MEAN SCORE	44.53	36.4	42.8	48.6	46.6	36.8		36.3	47.44	35.6
IMPROVEMENT SCORE	0		5.8		0				0	

Mean pre-score of 99 English 100 day students in four classes with four different teachers = 45.33

Mean final score of 64 students in the same four classes (DE, GH-1, GH-2, & JK) = 39.35

EVENING CLASSES

CLASSES	100 RT		100 SU		100 TV-1		100 TV-2			
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST		
HIGH SCORE	71	49	69	60	71	63	78	57		
LOW SCORE	15	12	15	10	20	15	12	18		
NUMBER OF STUDENTS	34	19	35	21	21	15	17	13		
MEAN SCORE	45.9	33.8	44.26	38	44.1	37.3	44.5	36.4		
IMPROVEMENT SCORE	0		0		0		0			

Mean pre-score of 107 evening English 100 students in four classes with three different teachers = 44.69

Mean post-score of 68 students in the same four classes = 36.38

CRANE ENGLISH 101 CLASSES

TEST Nelson-Denny Reading

SEMESTER Fall Semester, 1967

DAY CLASSES

PRETEST Form A: September, 1967

POSTTEST Form B: January, 1968

CLASSES	101 D		101 E		101 G		101 K			
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	89	78	97		41	85	93	66		
LOW SCORE	32	33	32		87	30	33	38		
NUMBER OF STUDENTS	18	16	25		23	20	21	10		
MEAN SCORE	48.8	50.1	70		51.3	58.1	58.6	52.7		
IMPROVEMENT SCORE	1.3				6.8		0			

Mean initial score of 62 English 101 day students registered in three classes with three different teachers (D, G, & K)=52.7

Mean final score of 46 students registered in the same three classes =53.6

EVENING CLASSES

CLASSES	101 S		101 U							
PRE- OR POSTTEST	PRE	POST	PRE	POST						
HIGH SCORE	75	61	106	65						
LOW SCORE	25	22	21	24						
NUMBER OF STUDENTS	14	15	25	16						
MEAN SCORE	51.64	43.1	55.8	42.9						
IMPROVEMENT SCORE	0		0							

Mean pre-score of 39 English 101 evening students registered in two classes with different teachers = 53.74

Mean post-score of 31 students registered in the same two classes = 43.00

CRANE ENGLISH 98 CLASSES AND COMPENSATORY EDUCATION PROGRAM

TEST English Placement, Form R

SEMESTER Spring 1968

DAY CLASSES

PRETEST January 1968

POSTTEST June 1968

CLASSES	98 GH		98 KL		98 NP		98 JK		COMP. ED. DAY	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	22	18		20	29	27	18		26	28
LOW SCORE	5	2		9	3	8	5		5	3
NUMBER OF STUDENTS	17	16		8	[illegible]	19	13		42	45
MEAN SCORE	11.7	10.3		13.9	17.6	20.0	10.6		13	13
IMPROVEMENT SCORE	0				2.4				0	

CUT-OFF SCORES FOR FORM R

COMPOSITION LEVEL	SCORE
101	28 - 50
100	19 - 27
98	0 - 18

EVENING CLASSES

CLASSES	98 SU		98 TV							
PRE- OR POSTTEST	PRE	POST	PRE	POST						
HIGH SCORE	22	19	20	19						
LOW SCORE	1	3	6	4						
NUMBER OF STUDENTS	27	21	24	15						
MEAN SCORE	7.7	9.7	12.0	11.9						
IMPROVEMENT SCORE	2.0		0							

CRANE ENGLISH 100 CLASSES

TEST English Placement, Form R

SEMESTER Spring 1968

DAY CLASSES

PRETEST January 1968

POSTTEST June, 1968

CLASSES	100 AB		100 DE		100 GH-1		100 GH-2		100 KL	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	24	26	28	33	32	35	29	31	28	27
LOW SCORE	6	9	7	10	6	12	8	4	10	8
NUMBER OF STUDENTS	22		24		22	19		13	19	13
MEAN SCORE	15.6	18.3	17.4	19.1	17.8	21.6	15.2	16.5	17.7	17.8
IMPROVEMENT SCORE	2.7		1.7		3.8		1.3		0.1	

TOTAL MEAN IMPROVEMENT - 1.9

EVENING CLASSES

CLASSES	100 SU		100 TV		100 UW					
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST				
HIGH SCORE	28	32	26	26	32	34				
LOW SCORE	1	10	6	8	7	8				
NUMBER OF STUDENTS	29	17	26	14	23	15				
MEAN SCORE	17.2	19.4	15.7	16.9	17.8	20.9				
IMPROVEMENT SCORE	2.2		1.2		3.1					

TOTAL MEAN IMPROVEMENT - 2.2

CRANE ENGLISH 101 CLASSES

TEST English Placement, Form R

SEMESTER Spring, 1968

DAY CLASSES

PRETEST January, 1968

POSTTEST June, 1968

CLASSES	101 C		101 D		101 H		101 J		101 K	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	40	41	44	46	39		48	37	34	33
LOW SCORE	11	10	10	12	14		17	17	6	16
NUMBER OF STUDENTS	22	16	21	20	23		19	16	20	8
MEAN SCORE	22.1	19.0	21.4	23.9	22.4		30.6	27.2	22.2	24.3
IMPROVEMENT SCORE	0		2.5				0		2.1	

TOTAL MEAN IMPROVEMENT - 1.2

Note: In a Report on an Experimentally Selected Basic Class at Southeast Branch, City Junior College, Marvita Eley reported the following comparative scores on Form R for 17 students who completed two semesters in the Basic Program at Southeast during the academic year 1967-1968:

	September 1967 Pretest	June 1968 Posttest
HIGH SCORE	16	27
LOW SCORE	11	15
NUMBER OF STUDENTS	17	17
MEAN SCORE	13.8	21.8
IMPROVEMENT SCORE	7.8	

The program began with 23 students. At the end of the Fall semester, 2 were dropped, 1 was retained for another go at the first semester of the basic program, and 20 were promoted to the second semester of the basic program. At the end of the Spring semester, 1 student dropped, 2 were retained in the basic program, 3 (13%) were promoted to English 101, and 11 (48%) were promoted to English 100.

EVE. CLASSES	101 S		101 T		101 W	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	37	39	40	45	40	
LOW SCORE	12	16	9	17	10	
NUMBER OF STUDENTS	27	17	23	22	21	
MEAN SCORE	22.6	24.4	23.3	29.2	22.4	
IMPROVEMENT SCORE	1.8		5.9			

TOTAL MEAN IMPROVEMENT - 3.9

SUMMARY: FORM R TOTAL MEAN IMPROVEMENT SCORES

ENGLISH 98	DAY	0	DAY + EVE
	EVE	1.0	0.5
ENGLISH 100	DAY	1.9	
	EVE	2.2	2.1
ENGLISH 101	DAY	1.2	
	EVE	3.9	2.6
COMP. ED. DAY		0	

CRANE ENGLISH 98 CLASSES & COMPENSATORY EDUCATION PROGRAM

TEST SRA Diagnostic Reading

SEMESTER Spring 1968

DAY CLASSES

PRETEST Form A: January, 1968

POSTTEST Form B: June, 1968

CLASSES	98 GH-1		County Hospital 98 KL		County Hospital 98 NP				COMPENSATORY ED.	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	56	65		46	69	54			74	81
LOW SCORE	18	7		21	13	25			16	11
NUMBER OF STUDENTS	19	16		6	25	8			43	41
MEAN SCORE	30	33.5		29.5	36	43			43	48
IMPROVEMENT SCORE	3.5				7				5	

TOTAL MEAN IMPROVEMENT - 3.5 (Hospital classes are not included.)

Note: The mean improvement of 18 Compensatory students who met their reading appointments relatively regularly and did an acceptable number of units in the SRA Laboratory boxes, SRA Pilot Library, SRA Reading for Understanding, Guiler and Coleman books, and Reader's Digest Reading Skill Builders was 9.

EVENING CLASSES

CLASSES	98 SU		98 TV							
PRE- OR POSTTEST	PRE	POST	PRE	POST						
HIGH SCORE	72	68	69	72						
LOW SCORE	9	7	2	15						
NUMBER OF STUDENTS	26	22	23	13						
MEAN SCORE	31	35	38	45						
IMPROVEMENT SCORE	4		7							

TOTAL MEAN IMPROVEMENT - 5.5

CRANE ENGLISH 100 CLASSES

TEST SRA DIAGNOSTIC READING

SEMESTER SPRING, 1968

DAY CLASSES

PRETEST FORM A: January, 1968
POSTTEST FORM B: June, 1968

CLASSES	100 AB		100 DE		100 GH-1		100 GH-2		100 KL	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	71	76	82	89	63	79	69	79	71	73
LOW SCORE	31	14	7	35	25	37	24	27	23	29
NUMBER OF STUDENTS	21	10	22	17	20	17	20	13	22	14
MEAN SCORE	46	55	39	56.3	44	55	52	56	52	60
IMPROVEMENT SCORE	9		16.3		11		4		8	

TOTAL MEAN IMPROVEMENT - 9.66

EVENING CLASSES

CLASSES	100 SU		100 TV		100 UW					
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST				
HIGH SCORE	80	73	64	66	71	74				
LOW SCORE	25	31	20	31	23	34				
NUMBER OF STUDENTS	29	19	25	15	23	15				
MEAN SCORE	44	50	48	51.3	42	51				
IMPROVEMENT SCORE	6		3.3		9					

TOTAL MEAN IMPROVEMENT - 6.1

CRANE ENGLISH 101 CLASSES

TEST SRA DIAGNOSTIC READING

PRETEST FORM A: January, 1968

DAY CLASSES

SEMESTER Spring, 1968

POSTTEST FORM B: June, 1968

CLASSES	101 C		101 D		101 H		101 J		101 K	
PRE- OR POSTTEST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
HIGH SCORE	79	84	86	82	89		75	85	76	83
LOW SCORE	27	37	23	32	36		17	49	36	38
NUMBER OF STUDENTS	22	13	22	20	22		21	11	18	8
MEAN SCORE	51	60	53	54.5	64		65	67	55	53
IMPROVEMENT SCORE	9		1.5				2		0	

TOTAL MEAN IMPROVEMENT - 4.2

EVENING CLASSES

CLASSES			101 W							
PRE- OR POSTTEST			PRE	POST						
HIGH SCORE			79	79						
LOW SCORE			36	35						
NUMBER OF STUDENTS			20	13						
MEAN SCORE			58	64.3						
IMPROVEMENT SCORE			6.3							

COMPENSATORY EDUCATION I EXAMINATIONS AND EXAMINATION RESULTS

APPENDIX R

COMPENSATORY EDUCATION PROGRAM

EXAMINATION ONE

DIRECTIONS: Please do not make marks in the examination booklet. Record your answers only on the answer sheet. To indicate your choice of the correct answer for each exam item, blacken one of the circles marked A B C D E. Make your marks solid and clear. Use a lead pencil only. Do not use a ballpoint or ink pen.

Work as fast as possible, but do not ruch. Be sure to read the entire test item and all the possible choices before you choose the answer you think is correct. Try to finish all the items. You will not be penalized for incorrect answers. Only the number that you have correct will be counted. If an item is difficult, do not waste time on it, but go on to the next one.

COMPENSATORY EDUCATION PROGRAM CRANE COLLEGE
EXAM I FALL 1967

The following items are about "Death of a Salesman":

1. Willie Loman's general attitude about life could be said to resemble closely the attitude of

   A. Tom Buchanan.
   B. Myrtle Wilson.
   C. Jay Gatsby.
   D. Nick Carraway.

2. Willie Loman tries to help his family by

   A. selling his house.
   B. committing suicide.
   C. telling the truth.
   D. committing murder.

3. Two machines are used as symbols of Willie's problems: one is the refrigerator, the other is the

   A. elevated train.
   B. automobile.
   C. phonograph.
   D. tape recorder.

4. If we look for one aspect of Willie's personality that brings him trouble, we might choose his great need to

   A. become very wealthy.
   B. find sexual satisfaction.
   C. be loved by everyone.
   D. take great risks.

5. One thing that Willie did wrong was to encourage his sons to

   A. write.
   B. play.
   C steal.
   D. hate.

(Continued on next page.)

The following items are about "Raisin in the Sun":

6. The most important action in the play occurs when

   A. Walter loses his mother"s insurance money.
   B. Walter tells "the Man" that they will buy the house, after all.
   C. Mrs. Younger gives Walter the money.
   D. Mrs. Younger slaps Beneatha for being irreverant about God.

7. In the play but not in the movie, Asagai tells Beneatha that he would not regret seeing his country and even himself harmed as long as it were done by by

   A. white people.
   B. black people.
   C. Americans.
   D. Europeans.

8. Beneatha wants to be.

   A. A business woman.
   B. an African princess.
   C. a doctor.
   D. a lawyer.
   E. an artist.

9. Beneatha"s money for college is

   A. lost by Walter.
   B. the down-payment for the new house.
   C. used by Ruth for an operation.
   D. earned by Mrs. Younger.

10. Beneatha's boyfriend from Africa is called

    A. Walter.
    B. Jay.
    C. Nick.
    D. Asagai.
    E. Travis.

11. One of Beneatha's boyfriends calls Walter "Prometheus." This is probably because the person called Prometheus was known for his

    A. great wealth and happiness.
    B. great daring and suffering.
    C. great beauty and grace.
    D. great skill and cleverness.

12. Beneatha's African boyfriend was from the tribe or ethnic group called

    A. Swahili.
    B. Ashanti.
    C. Senegalese.
    D. Yoruba.

(Continued on next page.)

In the following items, match the two columns below. Choose the name of the proper person from the column at the right that matches the phrase on the left. Only one name should match each phrase. Blacken the circle on your answer sheet that corresponds to the letter in front of the name you choose.

13. Idealized a brother
14. Strove for education
15. Confused by new things
16. Avoided city life
17. Loved new things
18. Expressed "self"
19. Sought a new "self"
20. Sought for freedom
21. Misplaced trust in others
22. Made destructive decision
23. Made constructive decision
24. Benefitted from a death
25. Rejected traditional life
26. Idealized a parent

A. Willie Loman
B. Biff Loman
C. Walter Younger
D. Beneatha
E. Mrs. "Ma" Younger

……

The following items are about The Great Gatsby.

27. An epigraph is

A. an inscription on a gravestone.
B. a symbol.
C. a quotation at the beginning of a literary work.
D. a type of class structure in primitive societies.

28. A symbol is

A. a class structure that expresses a person's status.
B. a character, object, or action that represents an idea.
C. an idea that a person develops from his own experience.
D. a story that concerns a person's inner thoughts.

(Continued on next page.)

29. The eyes of Doctor T. J. Eckleburg are actually (meaning really) part of

A. an advertisement.
B. Gatsby's library.
C. Myrtle's New York apartment.
D. Nick's imagination.

30. Nick Carraway lived (during the time of the story that he tells us) in

A. a New York Apartment.
B. West Egg.
C. Chicago.
D. East Egg.

31. The story takes place right after the

A. Civil War.
B. Spanish-American War.
C. First World War.
D. Korean War.

32. The setting of the story is for the most part

A. on Long Island (N.Y.)
B. on the Pacific Coast.
C. in the Middle West.
D. in Europe.

33. The driver of the car that killed Myrtle Wilson was

A. Gatsby.
B. Daisy.
C. Tom Buchanan.
D. Nick Carraway.

34. For a short time Gatsby attended the university at

A. Cambridge.
B. Oxford.
C. New Haven.
D. New York.

35. Gatsby's home was in

A. West Egg.
B. East Egg.
C. Brooklyn.
D. New York.

36. Daisy probably loved

A. Jim.
B. Gatsby.
C. Nick.
D. herself.

(Continued on next page.)

37. Gatsby was killed by

    A. gun shot.
    B. drowning.
    C. poisoning.
    D. an automobile accident.

38. Gatsby lived

    A. very simply.
    B. very extravagantly.
    C. moderately.
    D. in poverty.

39. All the chief characters in the story were originally from

    A. New York.
    B. the Middle West.
    C. California.
    D. the South.

40. The time of the story is frequently referred to as

    A. the Classical Age.
    B. the Atomic Age.
    C. the Romantic Age.
    D. the Jazz Age.

Match the phrases on the left with names from the column at the right. Only one choice is correct. - Blacken one answer space on your answer sheet for each number.

41. Chief character in the book
42. Woman loved by the chief character
43. Husband of woman in #42.
44. Narrator of the story.
45. Tom's "other woman"
46. Cheating sports player
47. Gatsby's father
48. Gatsby's killer
49. Myrtle's husband
50. "model" American boy
51. the "Golden Girl"

A. Daisy
B. Jay Gatsby
C. Jordan Baker
D. Tom Buchanan
E. George Wilson
A. Nick Carraway
B. Myrtle
C. Jimmy Gatz
D. Henry C. Gatz
E. Catherine

(Continued on next page.)

TRUE & FALSE: Some of the following statements are true, others are false. Unless a statement is entirely true, consider it false. On your answer sheet, mark space "A" for a true statement. Mark space "B" fpr a false statement.

52. Gatsby's real name was James Gatz.

53. Gatsby and Carraway fought in the Korean War.

54. West Egg was less fashionable than East Egg.

55. Tom Buchanan came from a wealthy family.

56. Tom Buchanan lived simply.

57. Daisy and Jordan were never bored.

58. Tom was a man without strong prejudices.

59. Myrtle Wilson was a woman of refinement.

60. Gatsby's parties were small and intimate.

61. The narrative is told in a series of highly dramatic scenes.

62. Gatsby showed Carraway evidence of bravery in the war.

63. Carraway arranged a meeting between Daisy and Gatsby.

64. Gatsby bought a mansion in West Egg so that he could be near the sea.

65. Daisy at all times was sure of her love for Gatsby.

66. Daisy drove back to Long Island with her husband, after the hotel scene.

67. Gatsby was driving the car when it hit Myrtle.

68. Tom Buchanan shot Gatsby.

69. Tom Buchanan furnished Wilson with information leading to Gatsby's death.

70. Gatsby's funeral was attended by his many friends.

71. At the inquest Catherine gave all the details which led to Myrtle's death.

72. Myrtle recognized Daisy the minute she first saw her.

73. The Buchanan's house was in a traditional American style.

74. Gatsby's house was also in a traditional American style.

75. Gatsby shot Wilson.

76. Daisy was glad that she had killed her husband's mistress.

(Continued on the next page.)

The following items are about Two Blocks Apart:

77. Peter Quinn belonged to a family that was part of the

    A. upper class.
    B. middle class.
    C. working class.
    D. lower class.

78. What did Juan Gonzales feel would be the best thing for him to do in order to achieve success?

    A. Learn to be a good auto mechanic.
    B. Go to college and then to law school.
    C. Come from a different background.
    D. Return to his father in Puerto Rico.

79. What, in Peter Quinn's opinion, was the best characteristic a girl can have?

    A. Blond hair and a shapely body.
    B. Intelligence and a good education.
    C. Good manners and correct English.
    D. An Irish family background.

80. What did Juan like to talk about that made him feel superior or at least, equal to those with whom he talked?

    A. Home life in Puerto Rico.
    B. Gangs and street fights.
    C. Religion and sports.
    D. Politics and social problems.

The following items refer to material in The Status Seekers and the lectures on class structure by Mr. Glassburg and Mr. Roth.

81. At this time in our country, people from the lower class have more opportunity for advancement in

    A. a large corporation.
    B. a small company.
    C. a foreign country.
    D. their own business, regardless of size.

82. The large part that entertainment plays in our lives is probably the result of our basic need for

    A. security.
    B. love.
    C. new experiences.
    D. education.

(Continued on next page.)

83. When a society is orgnaized in a system of castes, that system is usually based on

A. non-industrial production of materials.
B. the structure of tribes.
C. scientific study.
D. superstition or religion.

84. "Social distance" refers to

A. "the other side of the tracks."
B. a sense of being slightly uncomfortable with inferiors and superiors.
C. separation of city neighborhoods into those of the rich and the poor.
D. the space between people during serious conversations.

85. In a society with strong castes or with a very strong class system, people are usually treated as

A. individuals with unique characters.
B. representatives of their groups.
C. "children" of the government.
D. workers with certain positions in production.

86. The most important "escalator" to lift people to higher status in our society is the

A. welfare program.
B. family structure.
C. educational system.
D. church.

87. "Primary group relations" are those relations between human beings in which we

A. feel superior to other people.
B. know each other only as spcial types.
C. know each other as individuals with feelings.
D. follow rules that tell us how to react to each other.

88. According to a five-class division of society, a doctor would most likely be placed in the

A. upper class.
B. upper middle class
C. lower middle class.
D. working class.

89. Most teachers, in our society, are placed in the

A. upper class.
B. upper middle class.
C. lower middle class.
D. working class.

(Continued on next page.)

90. "Power" (in a sociological sense) would be best defined as

   A. ability to order other people around.
   B. holding an elective political office.
   C. controlling people and events.
   D. having money enough to buy what we want.

91. What determines how our society puts people into different social classes?

   A. Money.
   B. General agreement in society.
   C. Objective standards.
   D. Occupation.

92. Which class receives a major part of its income from interest and rents?

   A. Upper class.
   B. Upper Middle.
   C. Lower middle.
   D. Working class.

93. Every society, in relation to its class system, has a system of

   A equal rewards for unequal abilities.
   B. unequal rewards for equal abilities.
   C. no need to motivate its members.
   D. unequal rewards for unequal responsibilities.

94. Vance Packard believes that American society is

   A. becoming a caste society.
   B. presenting less opportunities for social mobility.
   C. becoming a classless society.
   D. indifferent to class distinctions.

95. One of the lectures presented the fact that in relation to their fathers,

   A. all sons rank higher.
   B. some sons rank lower.
   C. all sons make more money.
   D. some sons have no class status.

96. Impersonal interactions between individuals are typical of

   A. family relationships.
   B. primary group relations.
   C. secondary group relations.
   D. close personal friends.

(Continued on next page.)

The following items are about "Raisin in the Sun."

97. In this play, respect is equated with

A. large income.
B. high intelligence.
C. education.
D. moral character.

98. The greatest respect is given to

A. young women.
B. children.
C. the mother.
D. young men.

99. Social status in the play is linked with

A. recreational activities.
B. housing.
C. the number of children.
D. the type of car driven.

100. There is a "statistically" unusual situation in the play in that

A. three "generations" live together.
B. there is little cause for anger.
C. everyone is clever in business dealings.
D. money problems are imaginary.

Directions for items 101 through 110: Using the following key, blacken a space on your answer sheet to identify the character described.

A. WALTER
B. BENEATHA
C. MAMA
D. RUTH
E. ASAGAI

101. A house plant symbolizes a dream of this character.

102. This character wants to learn to play the guitar.

103. This character consults an abortionist.

104. This character searches for identity through a remote heritage.

105. This character bought a house in a white suburb.

106. This character planned to sell out the family respect.

107. This character originated in a less technologically advanced but idealized society.

108. This character is called "Promethius."

109. This is the most domineering character.

110. This character once took up horse-riding as a hobby.

The following items are about the films by Lewis Mumford on the city.

111. One of the places that Mumford seems to think would be ideal places to live is

A. the nineteenth century city.
B. the nineteenth century suburb.
C. the twentieth century industrial city.
D. the medieval city.

112. A good city should provide several experiences for the people who live there. For example, all but one of the following should be provided by the good city. Which one is not needed for a good city?

A. Stability.
B. Isolation.
C. Continuity.
D. Identity.

113. Which of the following places is one where people do not have a real feeling of sharing or communal living?

A. A street fair or carnival.
B. A modern supermarket.
C. Crowded city stbeets.
D. Old-fashioned open markets.

114. Which of these places would Mumford favor or approve of?

A. Public housing.
B. Baroque cities with formal gardens and open spaces.
C. Amsterdam.
D. Ancient Rome.

115. The suburbs that grew up during the nineteenth century were bad in one way because they were usually

A. Over-crowded.
B. polluted in air and water.
C. made for a leisurely pace of living.
D. based on a child's view of life.

116. The medieval city existed during the period between

A. the Renaissance and the present.
B. the Roman empire and the Renaissance.
C. the Renaissance and the Baroque age.
D. the Baroque age and the present.

(Continued on the next page.)

117. According to Mumford, suburbs began in the United States

A. right after the Civil War.
B. about fifty years ago.
C. during the Depression.
D. just before the Civil War.

118. One of the important things that a city can offer to a growing child is a sense of (says Mumford)

A. the necessity of money.
B. the freedom of the individual.
C. the variety of life.
D. the monotony of life

……

The following items are about materials given to students for the field trip.

119. One of the great and well-known architects of Chicago is

A. Scott Fitzgerald.
B. Henry Richardson.
C. Pablo Picasso.
D. Frank Lloyd Wright.

120. Houses built for the wealthy during the 1880's and 1890's usually

A. copied American styles.
B. copied European styles.
C. were modern in style.
D. were simple in style.

121. One of the styles that was favored by wealthy people and their architects sixty years ago in Chicago is often called

A. Romanesque.
B. Roman.
C. Grecian.
D. Ante-bellum.

122. One of the main differences between the buildings of the 1890's in Chicago and new buildings (such as those at Illinois Institute of Technology) is that the new buildings are

A. more expensive.
B. less expensive.
C. built with steel beams.
D. built with brick walls.

END OF EXAM

COMPENSATORY EDUCATION PROGRAM

CRANE COLLEGE

GRADE DISTRIBUTION FOR EXAM I

FALL 1967

. . . .

score	number of students	
103	2	A
102		
101	1	
100	1	
99		B
98		
97	2	
96		
95	2	
94	1	
93	1	
92		
91	1	
90		
89	1	
88		
87	1	
86	2	
85	1	
84	4	C+
83	5	
82	2	
81	3	
80	1	
79	5	C
78	3	
77	2	
* 76	8	
75	1	
74	1	C-
73	3	
72	1	
71	2	
70		

score	number of students	
69	3	D
68	2	
67	1	
66	2	
65	2	
64	2	
63	3	
62	1	
61		
60	2	
59	2	
58		
57		
56		
55	1	
54		
53		
52	1	
51	1	
50		F
49		
48		
47		
46	1	
45		
44		
43	1	
43		
42		
41		
40		
39		
38	1	
37		
36		
TOTAL:	83	

*The score of 76 is the midpoint or median score. That means that half of the group scored higher than 76, and half scored below 76.

Examination on ANIMAL FARM

Crane Junior College

DIRECTIONS: Blacken a space on your answer sheet to indicate the correct choice for each item. (Parts I through V refer to the book only. The last part (VI) asks you to compare the book and the movie.)

I. BOOK ONLY. Match the name with the kind of animal that the character is in the novel.

1. Muriel
2. Clover
3. Squealer
4. Benjamin
5. Mollie
6. Bluebell
7. Major
8. Jessie
9. Pincher
10. Boxer

A. Pig
B. Horse
C. Donkey
D. Goat
E. Dog

II. BOOK ONLY. Blacken a space to indicate which character said it or to which character the statement refers.

A. Major
B. Snowball
C. Benjamin
D. Squealer
E. Boxer

11. "The life of an animal is misery and slavery; that is the plain truth."

12. The others said that he could turn black into white.

13. He was accused of carrying on sabotage activities.

14. At night, he added words to the Seven Commandments painted on the side of the barn.

15. He originated the phrase, "Four legs good, two legs bad."

16. He originated the phrase, "Four legs good, two legs better."

17. "Milk and apples (this has been proved by Science, Comrades) contain substances absolutely necessary to the well-being of a pig."

18. He "conjured up pictures of fantastic machines which would do their work for them while they grazed at their ease in the fields or improved their minds."

19. "But sometimes you might make the wrong decisions, Comrades, and then where should we be?"

20. "I will work harder."

21. "Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings?"

22. "Napoleon is always right."

23. He said, "Hunger, hardship and disappointment [are] the unalterable law of life."

24. He said, "Never listen when they tell you that Man and the animals have a common interest."

III. BOOK ONLY. Blacken a space to indicate which character spoke or to which character the statement refers.

A. Napoleon
B. Old Major
C. Benjamin
D. Squealer
E. Moses

25. He was forever reading lists of production figures to all the animals.

26. A spy and a tale-bearer during Jones' reign, he was invited back by Napoleon after having been exiled.

27. He said, "That will be attended to. The harvest is more important. . . . Forward, Comrades! The hay is waiting."

28. He was the oldest animal on the farm and the worst tempered.

29. He was "twelve years old and had lately grown rather stout, but he was still majestic-appearing with a wise and benevolent" countenance.

IV. BOOK ONLY. Blacken a space to match the character with the item that describes him.

A. Whymper
B. Mollie
C. Benjamin
D. Frederick
E. Minimus

30. Vanity was the ruling passion of this character.

31. He was pessimistic most of the time and expected things to go badly.

32. He was the middleman who conducted business between the animals and man.

33. Napoleon finally sold the timber to him.

34. He was the official poet of Napoleon's government.

V. BOOK ONLY. True--False. Directions: Blacken spaces on your answer sheet as follows:

A if the statement is TRUE
B if the statement is FALSE

35. The animals finally finished building the windmill.

36. The dynamo was installed in the windmill to generate electricity.

37. Boxer was retired to a small pasture.

38. Snowball agreed with Napoleon that milk and apples should be for pigs only.

Reminder A = True
B = False

39. Snowball was a coward at the Battle of Cowshed.

40. Mollie was killed at the Battle of Cowshed.

41. Boxer killed a stable lad at the Battel of Cowshed.

42. Snowball was wounded by Napoleon at the Battle of Cowshed.

43. Snowball's scheme for fertilizing the fields without the labor of cartage could have caused great discomfort to some of the animals.

44. Snowball's reduction of the Seven Commandments for the benefit of the sheep was a very good solution for that educational problem.

45. According to Napoleon, the animals needed to "procure firearms and train themselves" in their use; whereas, Snowball advocated that they "send out more and more pigeons and stir up rebellion among the animals on the other farms."

46. No one believed more firmly than Napoleon that all animals were equal.

47. The plan which Snowball had drawn on the floor of the incubator shed had actually been stolen from among Napoleon's papers.

48. It is likely that a storm blew down the first windmill.

49. It is likely that the second windmill was blasted to pieces with dynamite.

50. Boxer illustrates the expression "good horse sense" as it applies to a person with sound judgment.

51. Mollie illustrates the expression "work like a horse" as it applies to a hard working person.

52. Napoleon illustrates the expression "greedy as a pig."

53. Old Major told the animals that they should not sleep in beds with sheets.

54. The song "Beasts of England" was abolished because it had become a threat to Napoleon.

55. Snowball sabotaged the farm after he was run away by throwing the key to the store-shed down the well.

56. It is likely that Napoleon had planned to have Boxer destroyed at the beginning of the purge (confessions and mass killings of the animals).

57. Snowball never received the order of "Animal Hero, First Class."

58. Napoleon was particularly shrewd in his dealings with Pilkington and Frederick over the timber.

59. Napoleon's lumber deal was a contributing factor in the invasion which led to the Battle of the Windmill.

Reminder A = True
B = False

60. Moses had a retirement plan which Napoleon finally more or less approved.

61. Old Major lived a long life of great misery.

62. Old Major first identifies Man as the enemy; then he gets the animals to see that they are miserable.

63. Boxer represents a good, steady, hard-working individual who was exploited by his leaders.

64. Snowball represents a great explorer who tries to solve the mystery of the universe.

65. Snowball prevented the pigs from hogging all the milk until he was chased away by Napoleon's dogs.

66. There can be no doubt that Snowball visited the farm at night to engage in sabotage.

67. All of the animals executed were actively aiding Snowball.

68. Orwell implies that quality education for all is essential to keep politicians from changing such public records as constitutions and statutes as they please.

69. All of the animals learned to read, and they memorized the Seven Commandments.

70. The dogs were the police force.

71. The men shot and killed Old Major.

72. The history of Animal Farm was continuously rewritten to suit Napoleon.

73. Benjamin died of overwork.

74. When Boxer retired, he spent some of his time teaching the young sheep.

75. Napoleon started a reign of terror in which many lost their lives.

VI. THE BOOK AND THE MOVIE. Directions: Blacken a space on your answer sheet for each item using the following key:

A if it happened in the book only,
B if it happened in the movie only,
C if it happened in both the book and the movie,
D if it happened in neither the book nor the movie.

76. The cat was the last to arrive for Old Major's speech.

77. Moses preached about Sugarcandy Mountain.

78. Two battles were fought with invading men.

79. Napoleon hid the puppies away.

80. The animals made a flag with a hoof and a horn on a green background.

81. Snowball used pidgeons to carry the good tidings of Animal Farm to other farms.

82. Benjamin is represented as rather dull-witted and sleepy.

Reminder
A = Book only
B = Movie only
C = Both Book and Movie
D = Neither Book nor Movie

83. Clover runs after the horse slaughterer's van and warned Boxer about what was happening to him.

84. Boxer was sold to buy whisky for the pigs.

85. Clover told Boxer not to work so hard.

86. Jones blew up the windmill.

87. The blood of Napoleon's victims was used for paint to alter the rule about animals killing other animals.

88. Near the end, Napoleon threw a big party for pigs from other farms.

89. Animals collected from other farms and together with the animals of Animal Farm put an end to Napoleon's dictatorship and the aristocracy of the pigs.

90. Mrs. Jones looked out of the bedroom window, saw what was happening, and slipped out of the house and away from the farm without being discovered by the animals.

Compensatory Education

(grades)

ANIMAL FARM TEST

Day students	Evening students	Day school %	Evening school %
A...1	A...0	A........1%	A............0%
B+..2	B+..3	B........24%	B............35%
B...11	B...8	C........35%	C............23%
B-..5	B-..3	D........30%	D............33%
C+..7	C+..4	F........9%	F............9%
C...11	C...2		
C-..8	C-..3		
D+..8	D+..4		
D...5	D...7		
D-..9	D-..2		
F+..2	F+..2		
F...5	F...1		
74 DAY	40 EVE.		

TOTAL STUDENTS

Total failing day....39% (D or F)

Total failing evening....42% (D or F)

Test on Social Movements - Page 2

17. Public discussion leads to a) a heightening of self-consciousness b) an increase in milling c) a disregard of facts d) threats

18. The propagandist must a) argue clearly b) be impartial c) never argue d) seem kind

19. Fashion depends a) on women b) girls c) class d) propaganda

20. Eric Hoffer believes that dying and killing a) can be tolerated as a theatrical or dramatic ritual b) cannot be accepted by human beings c) is the right thing under certain conditions d) cannot be explained

Directions: Blacken space A to indicate that the statement is true, space B to indicate that the statement is false.

According to Eric Hoffer:

21. We dare more when we are starving than when we have almost everything.

22. The most dangerous people are the uneducated.

23. The most desirable elements of Europe built America.

24. Not all who are poor are frustrated.

25. The more inferior a person is the more he is likely to be proud of his group.

26. Those who engineer a revolution must have full knowledge of the difficulties involved in the undertaking.

27. People who are attracted to mass movements are always seeking to advance a cherished self.

28. Hatred is a minor matter for mass movements.

29. People tend to hate those they have respect for.

30. When a person feels he has done a terrible wrong, he is not as likely to feel hate as when someone else has "done him" a wrong.

APPENDIX S

Compensatory Education Program Panel and Open Forum Discussion: Wednesday, Nov. 1 at 10:00 A.M.

TOPIC: THE PROS AND CONS OF THE COMPENSATORY EDUCATION PROGRAM

The Panel: Margaret Damalas, Marie Griffin, Willie Luveen, Linda Norman, Arthur Perez, L. C. Truss, Cozette Ward.

The Rules:

Those in favor of the program will sit to the audience's left and those opposed to it will sit to the audience's right. Mr. Glassburg, faculty sponsor of the panel, will act as moderator. He will begin by calling for three-minute statements from each of the panel members alternating between those who favor and those who oppose the program. Mr. Murphy will time the statements and ring a bell at the end of three minutes. This signal will indicate that the panel member has one additional minute in which to conclude. At the second ringing of the bell, he must stop speaking. This part will last about one half hour.

After all of the panel members have made their statements, there will be a discussion between the members of the panel moderated by Mr. Glassburg. This will permit panel members to cross-examine one another concerning their beginning statements. This part will last no more than one-half hour.

After the panel discussion, Mr. Glassburg will announce the beginning of open forum discussion. This will be the signal for members of the audience (faculty and students) to address questions to members of the panel. These questions, although they may be designed to reveal weaknesses in the position taken by a panel member, should be phrased in a tone of inquiry rather than one of vindictiveness. The questions should always be directed toward a position taken on some aspect of the program. They should never be a personal attack upon a panel member which is a fallacy in reasoning called argumentum ad hominem (arguing from the nature of the man). Panel members, on the other hand, should recognize their responsibility to give evidence for statements made and conclusions drawn about the program. A thorough discussion of the subject should at least touch upon most of the following topics: math classes, math laboratory, English classes, reading laboratory, lectures, discussion groups, Wednesday special activities (walking tour of near south and mid-south sides, Mumford films, Salesman and Raisin films, student panel on Viet Nam, faculty panel on the city), Tuesday and Thursday student activities periods, counselling groups and private counselling sessions, textbooks and duplicated readings, purposes of the program and general outline (distributed first week), overall theme (The Meaning of Success: The Individual and the City), the facilities (rooms, etc. used as the environment for the learning experience), the thinking, working habits, and attitudes of the students (an important factor in the environment making it either favorable or unfavorable for learning), the quality of teaching, placement tests and placement procedures, alternatives to the program.

The open forum discussion will last from one-half to one hour. Since panel members will not have an opportunity to question other panel members until all have spoken, and since members of the audience will not have an opportunity to question panel members until after all the panel members have spoken and the panel discussion has taken place, everyone should bring notebooks and pens in order to jot down questions to be asked later. It will be a good idea to jot down the name of the speaker at the time you write down the question so that when you ask it, you can address it to the individual panel member.

In order to ensure students a hearing beyond the confines of the compensatory education program, President Slutsky, Mr. Meyerbach, Mr. Shapiro, Mr. Filerman, Mr. Morrow, Mr. Lynch, Miss Bartley, and a reporter from The Clarion have been invited to attend this activity. The faculty involved in the compensatory education program wish to assure students that they fully support their speaking frankly about the bad as well as the good aspects of the program.

APPENDIX T

CRANE CAMPUS
CHICAGO CITY COLLEGE
2250 West Van Buren Street
Chicago, Illinois 60612

Guidance Office (1967-68)
Interview Form "A"
Date________________
Interviewer________________

PERSONAL DATA SHEET

(Interviewer: This personal data sheet is to be used only for professional purposes. Since this interview will take from one-half to one hour, allow yourself about one and one-half hours for the interview and the write-up.)

Name________________________________ Sex__________
(Last) (First) (Middle)

Address________________________ Phone Number__________

Parents' Address____________________ Parents' Phone__________

Date of Birth________________ Place of Birth________________

School History: (Schools previously attended)

________________________________ Grades__________

________________________________ Grade(s)__________

________________________________ Grade(s)__________

________________________________ Grade(s)__________

What are your impressions of Crane?____________________

Why are you attending Crane?____________________

What subject(s) do you enjoy most? Least?____________________

Describe your favorite or ideal teacher____________________

Describe your best school experience____________________

What do you expect from Crane?____________________

Would you be interested in getting occupational information (jobs and careers)?____ College information (college admissions, technical institutes? ____Financial assistance (money for school?____. Do you have specific questions about any of these areas?____________________

Personal History:

What are your main interests, hobbies, and abilities?____________________
____

What do you do with your time? Describe yesterday. Describe a typical weekend.____________________

Where do you work and what do you do? How much time do you average? What hours?____________________

Interview Form "A" - page 2

Personal History: (Continued)

What do you consider your strengths?______________________________

What do you consider your weaknesses?______________________________

What are your ambitions and aspirations?____________________________

Social Interaction: What activities do you engage in by yourself, with a friend, with a large group? What are your friends like?________________

The Family:

If you had a chance, what would you change about your home?____________

What do your parents think about your going to college? Do they help in any way?____________________________

How do you get along with your younger siblings? Older siblings? What do your older siblings do?____________________________

So far in your life, what has been the most memorable event, experience, or accomplishment(s)?____________________________

TO INTERVIEWER:

Describe briefly the student's physical appearance, mood, and general behavior____________________________

On the basis of this interview, what are your impressions, observations, and comments. What kind of an individual is he?____________________________

APPENDIX U

COMPENSATORY EDUCATION PROGRAM — **CRANE COLLEGE**

SURVEY OF STUDENT BACKGROUND & INTERESTS — **FALL 1967**

....

The following information is based on the responses to a questionnaire by 61 students in the Compensatory Education Program at Crane Campus, Fall 1967.

1. High school:

Chicago:

Marshall	13
Crane	12
Farragut	5
Harrison	4
Flower	3
Wells	2
Austin	1
Dusable	"
Kelly	
Foreman	
Tuley	
Providence	
Hyde Park	
Parker	
St. Stanislaw	

Arkansas	1
Miss	"
Ala	
Ill	
Mich	
Texas	
S.C.	
Africa	
Mo	

2. Elementary school:

Chicago:

McKinley	5
Mason	4
Bielder	3
Webster	2
Medill	"
Smyth	
Delano	
Tennyson	
Marconi	1
Longfellow	"
St. Mels	
May	
Horner	
Hearst	
King Noo	

Jefferson	1
Skinner	"
Raymond	
Gregory	
Lafayette	
Riss	
North Forres	
St. Finbarr	
Hess	
Manley	
Whitter	
Sumner	
St. Mary	
Aberdeen	

Miss	6
Ark	3
Ala	1
Ill	"
Poland	

Mich	1
Texas	"
S.C.	
Africa	
Mo	

3. **Birth Place:**

Chicago	23
Miss	14
Ark	5
Tenn	3
Ala	2
Germany	2
South Carolina	1
Poland	"
Greece	
Texas	
Ohio	
Ga	

4. **Career Interests:**

Teaching	14
Business	11
Nurse	5
Medicine	4
Electronics	2
Dancer	1
Science	"
Secretary	
Pathologist	
Industrial Relations	
Law	
Architecture	

5. **What books did you read during the past, apart from classroom assignments?**

Valley of the Dolls
Black Boy
Yes I can
A Rasin In the Sun
Up The Down Staircase
Boston Strangler
Man Child in the Promise Land
Native Son
Fifty Great American Short Stories
Mandingo
Master Of Falconhurst
Homer, Illid & Odysses
Pygmalion
Knock On Any Door
Grapes Of Wrath
Tom Jones
Lord Jim
Hawaii
Up From Slavery
The Pearl
Lord Of Flies
Drum
To Sir With Love
Man From U.N.C.L.E.

5. **Continued:**

The Great Gatsby
Return Of The Native
Scarlet Letter
Tom Sawyer
Treasure Island
Peyton Place
A Thousand Days
Green Forest
The Possessors
I Am Legened
Wecked Angle
The Caretakers
Brave New World
The Status Seekers
Death Of A Salesman
Great Expectations
The Art Of Positive Thinking
Another Country
Murder In The Vicarage
House Of The Seven Gables
Hurry Sundown
The Stranger
The Negro In The Making
Rush To Judgement
To Kill A Mockingbird
From The Terrace
Room At The Top
Negro Of America
Nigger
Dirty Dozen

6. What movies have you seen in the past?

To Sir With Love	10
Hurry Sundown	7
In The Heat of the Night	6
You Only Live Twice	5
Dirty Dozen	"
Sound of Music	3
Hells Angels	"
Hombre	2
Who's Afraid of Virginia Wolf	"
St. Valentine Day Masisure	
Alfie	
Born Free	
Great Escape	
Hawaii	
Dr. Zhivago	1
West Side Story	"
Taming of the Shrew	
The Bible	
Goldfinger	
The Return of the Texan	
King of Kings	
Black Like Me	
After the Fox	
The Professionals	
For A Few Dollars More	
Blow-up	
Fantastic Voyage	
Sand Pebbles	
Hotel	
Thoroughly Modern Millie	
Triple Cross	
Man Call Adam	
Becket	
Greatest Story Ever Told	
Dear John	
Return of the Seven	
Patch of Blue	
Man of All Seasons	
Porgy and Bess	
Born Losers	

7. List your favorite radio program.

WVON	47
WGRT	15
WLS	12
WCFL	6
WOPA	5
WBEE	"
WSDM	
WNUS	3
WGN	"
WYNR	
WSBI	
WMAQ	
WJJD	

8. List favorite T.V. Program.

I Spy
Peyton Place
The Flying Nun
Man From U.N.C.L.E.
The Invaders
The Fugitive
The Second Hundred Years
Bonanza
Lost In Space
Time Tunnel
The Sons of Will Sonnet
The Late Show
The Big Valley
The Cat
Mission Impossible
Secret Storm
Rat Patrol
Star Trek
Naked City
Dark Shadows
Alfred Hitchock
Joey Bishop
Beverly Hillbillies
Run for Your Life

8. List your favorite T.V. program: Continued

The Edge Of Night
Steve Allen
Red Skeleton
Days Of Our Lives
The Doctors
General Hospital
The News
Cimmorron Strip
Saturday Night Movies
Jerry Lewis
Twight Light Zone
Carol Burnette
Green Acres
Lucy Show
Family Classic
Police Story
Another World
Get Smart

The F.B.I.
Ironside
Johnny Carson
Outer Limits
One Step Beyond
Combat
Wild Wild West
Dragnet
Monday Night Movies
That Girl
Pass Word
You Don't Say
Candid Camera
Hollywood
Bewitched
Newly Weds
Dating Game

9. What kind of music do you enjoy the most?

Jazz...........33
Rock & Roll....17
Classical.....10
Popular......."

Blues............3
Calypso..........1
Gospel...........1
Latin American...1

10. Do you play a musical instrument? If so, what is it?

Piano....6
Guitar...3
Drums....3

Bass.......1
Cello......"
Clarinet...

11. If you had the chance to go (for free) to a show or concert in the Loop, what would you like to go to?

Civic Opera House...12
See A Movie..........9
To A Play............3
London House.........1

Jazz Concert......1
Ivanhoe Theater..."
Studebaker........

12. Are there any jobs or vocational fields that you would like to know about?

Teaching............10
Business.............7
Social Work..........5
I.B.M................3
Secretary............3
Aviation.............2
Medicine............."
Court Stenographer...1
Psychology..........."

Oral Pathology.........1
Industrial Relations..."
Drafting...............
Embalming..............
Nursing................
Key Punch..............
Law....................
T.V. Program...........
Religion...............

13. Is there anyone in Chicago you would like to meet?

Mayor Daley	7
Otto Kerner	3
Lou Rawls	"
Martin L. King	
Bill Cosby	2
Dick Gregory	"
Senator Dirkson	1
Stokley Carmichael	"
Roman Pocinski	
Temptations	
Adlay Stevenson	
Brother Jerome	
Mahalia Jazkson	
Ernie Banks	1
Cardinal Cody	"
Oscar Brown Jr.	
Judy Garland	
Edwin C. Berry	
Herb Lyon	
President Johnson	

14. Is there any speaker you would like to meet if you could?

Martin L. King	8
President Hohnson	5
Rap Brown	3
Robert Kennedy	"
Billy Graham	2
Stokley Carmichael	1
Dick Gregory	"
Rev. Walker	

15. Do you enjoy singing?

Sometimes	31
Very much	23
No	2

16. Do you like to dance?

Sometimes	27
Very much	27
No	3

17. Name several people in public life today whom you admire a great deal (from sports, politics, entertainment, religion, literature, art, or any field):

Martin Luther King	5
Cassius Clay	5
Bill Cosby	4
Willie Mays	3
Charles Percy	"
Robert Kennedy	2
Stevie Wonder	"
Billy Graham	
Mahalia Jackson	
Paul Newman	
Sidney Portier	
Jimmy Brown	1
Wilt Chamberlain	"
Margot Fontane	
Sammy Davis Jr.	
Harry Belefonte	
Ramsey Lewis	
Gail Sayers	
Ray Charles	
Senator Douglas	
Nancy Wilson	
Staple Singers	1
Lou Rawls	"
Rev. Brunson	
Jim Brown	
Jackie Robertson	
James Brown	
Stokley Carmichael	
Jackie Wilson	
Smoky Robinson	
Smothers Brothers	
Jack Nickolus	
Bob Hope	
Elvis Presley	
Tommy Hunt	
Adams C. Powell	
Ron Santo	
Red Skeleton	
Globe Trotters	
Willis Baskin	
Micheal Todd	

18. What is your father's occupation?

Laborer	6	Cab Driver	1
Truck Driver	6	Minister	"
Construction Worker	3	Carpenter	
Public Work	"	N.P.O.	
Bost Office		Glass Maker	
Machinist	2	Clerk	
Janitor	"	Boner	
Forman	1	Barber	
Dockman	"	Auto Maintance	
Supervisor		Salesman	
Draftsman		Layout man	
Restaurant Owner		Welder	

19. How much schooling did he have?

below 7th grade	12
7th or 8th grade	14
some high school	11
high school graduate	11
some college	8
college graduate	0

20. What is your mother's occupation?

Housewife	32	Beautician	1
Nurse	5	Dietician	"
Factory Worker	4	Janitor	
Community Representative	3	Medical Tech	
Cleaner	2	Supt	
Clerk	"	Trader	
Cook		Waitress	
Teacher			

21. How much schooling did she have?

below 7th grade	12
7th or 8th grade	14
some high school	15
high school graduate	14
some college	6
college graduate	1

22. Are there any neighborhoods in Chicago that you would be interested in visiting?

Old Town	6	China Town	1
Lake Shore	3	Golden Meadows	"
Lake Meadows	2	Art Institute	
Rush St	1	South Shore	

APPENDIX V

AN ASSESSMENT OF WRITING PROGRESS IN COMPENSATORY EDUCATION I ACCORDING TO THE EVALUATION OF BEGINNING AND ENDING THIRTY-MINUTE IMPROMPTU THEMES

The initial theme was written on orientation day, September 6, 1967. The final theme was written on January 16, 1968. Both themes were written during thirty-minute periods under faculty supervision. The subject of the beginning theme was "The Most Successful Person In My Community." For the ending theme, students could choose one of the following subjects which were related to Compensatory Education experiences: "The Most Successful Person in the Compensatory Program," "The Most Successful Person in Lorraine Hansberry's 'A Raisin in the Sun,'" "The Most Successful Character in George Orwell's 'Animal Farm,'" or "Some Aspect of Navajo Indian Life" as explained by a guest lecturer. The topics were not announced until the beginning of the writing period.

Sets of teachers evaluated the beginning and ending writing samples independently using the following criteria:

101	Relatively free of errors in mechanics. Well thought out and well organized.
GROUP D: 100+	Punctuation (with emphasis upon non-restrictive and parenthetic elements), proper subordination and modification, diction (with emphasis upon choosing the exact word for both connotation and denotation), the use of pronouns including problems in case, reference, pronoun agreement, and pronoun shift.
GROUP C: 100-	Run-on & fragment errors, study of adjectives including problems in double comparison and degree, study of adverbs including the problem of using an adjective when an adverb is needed.
GROUP B: 98+	Problems in using nouns (irregular nouns, plurals, possessive case nouns, wrong use of apostrophe, problems in using verbs (irregular verbs, infinitives, wrong use of a past participle, auxiliaries that must be followed by participles, subject & verb agreement, and tense), fragments that lack subjects and verbs, spelling, and wrong words (malapropisms).
GROUP A: 98-	Some new approach, perhaps emphasizing at the beginning oral rather than written composition. Incoherent sentences, manuscript mechanics, lack of capitalization at the beginnings of sentences and punctuation at the ends of sentences, penmanship, plurals of nouns, spelling problems and word confusions caused by strong dialect features in the speech of the student.

Each set of teachers compared their evaluation sheets when they had finished reading a group of themes and discussed each theme upon which their evaluations disagreed until a common evaluation could be agreed upon. A comparison of the beginning and ending themes of 72 Compensatory Education I students who wrote both themes reveals that 53% of them (38 students) showed improvement; whereas, 47% (34 students) showed no improvement.

THE RANKING OF COMPENSATORY EDUCATION I STUDENTS ACCORDING TO BEGINNING AND ENDING THIRTY-MINUTE WRITING ASSIGNMENTS IS AS FOLLOWS:

	LEVEL	BEGINNING	ENDING
	101	1	7
	100+	9	19
	100-	28	26
	98+	39	13
	98-	20	7
total students		97	72

The thirty-eight students who showed improvement according to the evaluation of their beginning and ending themes made a total of 60 improvement points (one level advancement = 1 improvement point). The mean advancement of these 38 students, then, is 1.58 levels. A breakdown of the number of students who advanced 1, 2, or 3 levels is as follows:

NUMBER OF LEVELS ADVANCED	NUMBER OF STUDENTS
3	2
2	18
1	18
DID NOT ADVANCE	34

SAMPLE BEGINNING AND ENDING THEMES OF SIX COMPENSATORY EDUCATION I STUDENTS

STUDENT	BEGINNING EVALUATION	ENDING EVALUATION	CONCLUSION
A	100-	98+	Regressed 1 Level
B	98-	98-	Stayed the same
C	100+	100+	Stayed the same
D	98+	100-	Advanced one level
E	100-	101	Advanced two levels
F	98+	101	Advanced three levels

THE SAMPLE THEMES CONTAIN EXAMPLES FROM EACH LEVEL:

LEVEL	NUMBER OF EXAMPLES
98-	2
98+	3
100-	3
100+	2
101	2

Originally there was a plan to compare the concepts of success elucidated in the beginning and ending themes to determine whether the student's concept had been altered by his experiences in an educational program that attempted to use "success" as an organizing theme, but this plan was never executed.

175

Student A, Beginning Theme, 100-

~~100+~~
100-

The most successful person in my community

The most successful ~~in~~ person in my community is mr. Edward Montgomery, my father. The reason why I think that he is one of the most successful persons in my community is because he has braught all of his children up to be fine young men and ladies. He has a ~~find~~ fine home and he goes out and works to keep his family and home together.

The reason why I think ~~in~~ that mr Edward Montgomery is one of the most successful men is because he tells his children that education is one of the most impartant things in life, and that they should try to better themselves ~~know~~ no matter how bad of they are.

Student A, Ending Theme, 98+ ⑰

The Most successful person that I have met while at crane Junior college is Mrs Kessel. The reason why I have chosen Mrs Kessel as one of the most successful persons that I know, is because She has time for all of the students. She has a ~~Good~~ Great personality, and she goes out of her way to help a student who has a problem in English.

Mrs Kessel is one of the most successful teachers that I have met because she works with her students. She do not tell the students what she want them to do ~~and set down~~. ~~She tell~~ and then set she ask if everybody do they understand and if they don't she explains.

Student B, Beginning Theme, 98-

98— 68

Successful is im portant

A person who is successful is one who help out in many ways that he or she know how to. I don't know to ~~many~~ many people who are successful but if they are successful they known it is best in their own way.

I myself is very successful I like to help people allways that I can.

I like to help them in their problem and work it out with them.

Student B, Ending Theme, 98-

22

"Mrs. Kressel a successfil teacher"

The person I choose to write on is Mrs. Kressel. I chose Mrs. Kressil beicause she is a very nice person and a wonderful lady teacher.

Mrs. Kressel teach with great understanding work. And she m[illegible] sure that you understand it very corely before she contuned her lesson. Mrs. Kressel is a very successful person in her work, and how well she dose it.

The most important of Mrs. Kressel sucessfullness is the way we speak, the way we read, and how good we can write. She tell us that this is the important thing of all good grammer.

Mrs. Kressel work is just a little, bit to easly for all of us who are in her class. But she is stilling a wonderfull person.

Student B, Ending Theme, 98-

and good teacher. There is no
other person in the world like
her. Who would break down the lesson
for you to understand it bitter;
and know how to do it yourself.
This is my reason for a good
successful teacher!

100+

Student C, Beginning Theme, 100+

The Most Successful Person In My Community

In the community from which I come there is not very much of what you call success. But in trying to be realestic I will have to say that Mrs. Cunningham is the most successful person. Mrs. Cunningham is a middle age widower with a very sweet personality. I say that Mrs. Cunningham is the most successful person because of the following. I have lived in this community for the past four and a half (yrs 4½) and Mrs. Cunningham is the only Female that has really put her heart into her work. She works with the community; mostly with the Children. She has started a block club, Swimming Club, baseball Club etc. Through her good work and time many

Student C., Beginning Theme, 100+

of the Children are now growing up into a much much more better enivorment. Everyone for blocks around admire her. Every summer when school is out she gathers up children, having them pay 1 dollar and she take they to many different places, such as beaches, picnics, parties etc. Never more one dollar is nothing for all of that. I don't know what she gets out of all of this, but I can say "the way these generations are coming up today we need more people like her around." I couldn't began to tell you the many accomplishments and improvements she has made in our community. To me Mrs. Cunningham is the most successful person in my community.

"Hats Off To Mrs. Cunningham".

Student C, Ending Theme, 100+

Most Successful Person in Compensatory Education Program

In September of 1967, I registered at Crane Jr. College. There I was enrolled in the compensatory education program, consisting of about one hundred or more students, which was designed to help in coming freshman prepare for college courses. In this program I have meet many students and teachers. However I feel that Joyce Willis is the most successful.

Joyce is an average student, who has many talents and capabilities. She is in my English and math group which are among the closest to regular college courses. Joyce, for a young lady, is very bold. When she has something to say, she does and in a very lady like manner. Although Joyce has a bad temper and sometimes flies off the handle, this doesn't conflict with her school work. She is a very

Student C, Ending Theme, 100+.

dedicated person and can hold a very intelligent conversation. We have had severals test while being in the compensatory education program and on each of them she has scored among the high B's and A's. In our discussion group, sometimes she and the teacher are the only ones communicating.

Nevermore, I feel that success is not only weighed by what you do for society but also ~~for~~ by what you absorb from society. So Joyce, among many other people has done both — put into and taken from. Could there be a more successful person?

2

Sept. 6

98+

Student D, Beginning Theme, 98+

The Most Important Person In My Neighborhood

A Everyone in our neighborhood plays a great Part, but of most importance is Mrs Kelly. This one woman stands for a lot. She's always trying to help others regardless of the situation.

Many people have a great deal of importance, because we all play one particular Part. But to give up what you have in order for someone else to bennifited by this is of a wonder.

Mrs Kelly is the type of person everyone would like to have in their family, someone who you can look up to, admired, appreciate the things she's done. What things? Well, she trys to understand a situation and not jump to ~~conclusion~~ a decison before the reason is sought after.

People might think this is not ~~so~~ importand, but

Student D, Beginning Theme, 98+

after all Mrs. Kelly is the only white Reson on the block (and ~~wh~~ with all this race roit, and fight for freedom, segration there A wonder how does she do it.)

~~Mrs Kelly~~ also I say Mrs Kelly is an importance person because through the years she has earned, the respect, love, and admiration our neighborhood ~~go~~ could give. also she [illegible] needed our love and for ~~this~~ wereing ~~thankful~~.

Student D, Ending Theme, 100-

I have meet a girl named Radana Zurina, Which seems like the best thing that's happened to me. Radana and I have become real good friends. We not only had this friendship in School, but we also let it come into our homes.

Altho Radana's mother Could not Speak English, She Welcomed me, and my family into their home.

During ~~those~~ the Christmas holidays we saw quite a Lot of one another, and enjoyed every minute.

I Chose Raddna to write because She's the Very first person in the Compensatory Education Program, that Let my friendship extend far beyond School, and ALL the other activities we have.

OH! I for got to mention that She's the only one that Speaks English in her family.

you see Dana and her parents came from Germany.

~~[illegible]~~

40

Student E, Beginning Theme, 100- 100-

The Most Successful Person I know

The most successful person in my area is Ms McCray. I fel that Ms McCray is successful not because she is a great lady, ~~wealth or~~ ~~xs~~ has wealth or many clothes ~~The~~ She is successful only because she has the power of making people happy.

What is happiness? Happiness is a state of mind, when you are at rest and all who surround you are at rest.

Ms McCray is the most successful person I know because she has ~~x~~ reached the greatest goal a person can achieve. ~~She is happy~~ This goal is not an easy one to reach you can sit back and ask or wish for it. Happiness is achieved by giving of it unto others and in return you will recieve it.

I fel that any person who has had or has happyness is a very very successful person.

Student E, Beginning Theme, 100-

It is truly hard to be happy when you have so little and there is so much to be had.

The key to happiness is not having ~~two~~ what you want but wanting what you have. Ms Mc Cray knows this and this has made her happy.

Student E, Ending Theme, 101

46.

The Most Successful Person

Walter Younger is the most successful person I have read about. I fel Mr Younger suffered the most and his success was the hardest to obtain Mr Younger based his success on the following things; A) money he did not earn B) the stupidy of others. Walter Younger's success was quite different from what he expected. While trying to be a success as a business he become a success as a father, a husband, and a good human.

Walter planned to be a big success as a bussines man. He ned one thing and that was his mother money. Walter was planing to talk his mother into giving him her money. He saw no reason to struggle and earn it him self. His success depend on money which was not his. In time he got the money, but the deal fell through anyway.

Walter came to the conculsyon that there were have and have not people. He intend to be one of the have. The haves base for having was to depend on the stupidy of the haves not. Later Walter find out he does not have it in him to be a have.

Walter as it ends up comes into he man hood. He learns to accept responsibilities. He learn to become a good father and set an example of the way in which he wants his child to grow.

Student E, Ending Theme, 101

He learn to communicate with his ~~wolf~~ wife and those around them. ~~And most important he learn a man gets to be successful by playing [illegible] on solid Other~~ And (most important he learns what success really means. It does not always mean being a big business man or a rich man ~~by~~ but ~~&~~ it means to be a man.

27

Student F, Beginning Theme, 98+

98+

The Most Successful Person In My Community

The most successful person in my neighborhood is the present captain, Mr. Arthur J. Payton, a forty-two year old, five foot negro. He stands away from the rest of the crowd, and speaks what is on his mind. To me this is the type of person of thinks not only in terms of himself, but for the good of the community. For his everyday living example, he runs his own trucking company (The A+B Motor Service), runs a Boy Scout and sponsors a Girl Scout troop and is active in every community project.

Being respected by the teen-agers of today, is a "prime" steak to today's adult. They seem to understand what we want today and Mr Payton seems to be their elected "captain". The teen-agers of our community respect him as a part of their family. he not only helps the adults in their voting and living standards but has time to hear our problems. ~~and gripes~~.

To me this is the type of person who will make or rather help ~~[illegible]~~ us make other parent captains and neighborhoods set up and take notice to what helping others can do.

Really I am saying this can be done if every neighborhood had a community project going like ours ~~[illegible]~~ but of all communities were to join in together the world could be a better place to live and grow up in. but in conclusion I will say what the world might need is more Mr Arthur J. Paytona!

31

Student F, Ending Theme, 101

Inspiration

During my stay in the Compensatory Education Program. I believe I have gotten to know Walter Younger fairly well. I pick Mr. Younger because to me, he symbolizes the need to over come one's handicapps in life and for the Negro there are so many that he must overtake.

Mr. Younger, although never quite satisfied with the way all things go, tries to seek out the inner self. After one downfall he never says, this time I quit, but instead he seems to say, I've got to try harder.

So every young and old Negro this man should in some way reflect the spirit and inspiration of a person who sees what he is and what he wants

Student F, Ending Theme, 101

to become never, stopping to reach this goal.

After being introduced to Mr. Younger through A Raisin In The Sun by Lorraine Hansberry I put him in my place after finding out I was in the Compensatory Education Program. (I had read the book before) Would he give up knowing that within a few months I would refresh myself in the pleasure of being a full college student? I don't think he would.

I'm not saying everything Mr. Younger did was to my liking and approval but the basic motive for using him as my example was to show his eternal quest for the things he felt he needed to make and leave his mark on the world.

And this are to be successful.

We differ in just one simple way. While Walter is trying to make his mark on the world, for now I satisfied with only making my marks goods to assure myself of being a true college student.

JAN 16 1968

APPENDIX W

ENGLISH DEPARTMENTAL THEME GRADES, SPRING SEMESTER, 1968

PERCENT OF STUDENTS WHO SHOWED IMPROVEMENT IN WRITING ACCORDING TO A COMPARISON OF GRADES EARNED ON THE FIRST AND THE LAST DEPARTMENTAL THEMES. (All themes were impromptu, written under faculty supervision in 50-minute periods (except Compensatory which were 30-minute themes), and were evaluated by at least two teachers.)

LEVEL	DAY	EVENING	TOTAL (Day and Evening)	
ENGLISH 100	69%	48%	59%	
ENGLISH 101	44%	60%	52%	
TOTAL 100 & 101	57%	54%	55½%	
COMPENSATORY I	53%	64%	59%	Fall, 1967
COMPENSATORY II	57%	NO EVENING COMPENSATORY PROGRAM	57%	Spring, 1968

In spite of many variables that operated in the writing and evaluation of these English departmental and compensatory themes, the results are rather consistent. Compensatory students would seem not to have been handicapped in writing improvement in comparison to that made by students registered in English 100 and 101 classes. Neither were they particularly advantaged.

M. M.

Results of Departmental Themes of March 11, 12

	Day		Evening		Total
	English 100	English 101	English 100	English 101	
Final Grades					
A	0	0	0	0	0
B	1	4	0	1	6
C	43	30	24	18	115
D	49	50	33	36	168
F	8	4	7	6	25
	99	88	67	61	312
Grades in Agreement Three	26	11	20	25	82
Two	56	58	41	32	187
None	17	19	3	4	43
Variation in Grades [illegible]					
Three	2	6	0	1	9
Two	23	26	5	4	58
One	42	42	40	31	155
Unanimous Pass	14	10	10	9	43

As you can see from the above, no student got an A as a final theme grade, 6(2%) got a B, 115 (36%) got a C, 166 (53%) got a D, and 25 (89%) failed. Thus 191 (61%) got a grade of D or F. Of the 312 themes, 82(26%) got identical grades from all three graders, 187 (60%) got the same grade from two of the graders, and 43 (14%) got a diffient grade from each of the three. (And only (14%) of the themes received a C or above from all three ≠ three grades). Where variations in grades occured, 9 themes demonstrated a variation of three (e.g., F to B), 58 a variation of two, and 155 a variation of one.

A number of interesting conclusions remain to be drawn from this data. For example, one could determine the pass or fail of 50% of any given class if one were allowed to select who would do the grading.

English 100/99 AB 296
Lehman

1	2				3	4				5	6				7	
	Ce	Ib	Leh			Ev	Hv	Ach			AD	Jhc	Leh			
J. Arnold	B	C+	B	B-		D+	D	C+	D+		C	C-		C	⊕	1
P. Banyard	D	D	C	D+		D	C	C	C-		C-	D+	C	C-	+	2
E. Campbell	B	D	B-	C+		C-	C-	C-	C-		C-	C-		C-	0	3
A. Carlisle	C	D+	B-	C		C+	B	B	B-		B	B-		B	+	4
D. Colbert	C	C-	C	C		C-	B-	C	C+		C	C		C	0	5
Finney	F	D	C	D		C-	D+	C-	C-							6
G. Foster	D	B-	B-	C+		D-	D	C	D+		C-	D	B-	C-	0	7
B. Green	C	C-	B-	C		F	C	C-	D+		D+	D		D	0	8
S. James	D	D	F	D-												9
R. Mathis	D+	D	C	D+		D	D	D	D		C	C+		C	+	10
J. Montgomery	C-	D	C-	C-		D	D+	D	D		D+	D-		D	0	11
S. Morrison	D	F	D	D-		D	D	D	D		D+	D-		D	+	12
D. O'Neal	D	D	D	D		D+	C+	C	C-							13
S. Patterson	C	C-	D	C-			D	D	D		D+	D		D	0	14
P. Pegues	C	F	B-	C-		F	F	C-	D-		C-	D+	B-	C	+	15
	D	B	B-	C+		D+	C+	C-	C-		C-	D	B-	C	0	16
M. Ridgeway	C	F	C+	D+		C	B	C+	C+		C+	D	C+	C-	+	17
R. Samuels	D	D+	C	D+		C-	C	C+	C		D+	C-	C-	C-	+	18
L. Scarbrough	D	F	C-	D		D+	F	D+	D-		D+	C/D+		D+	+	19
J. Tate	D	F	D	D-		D-	F	D	D-		C-	D-	C	D+	+	20
	D	D	D+	D												21 08
H. White	C-	F	C+	D+		D-	D	C+	D+							22 +9
P. Stardberry						C-	D	C+	C-		D+	C	C-	C-		23 17
																24
																25

100/99 DE 297

Adler

		2				4				6	7
		Dc	St	Ad		Dc	K	Ad		St le	
26	B. Addison	D	F	F	F						
27	R. Betts	D	D	D+	D	D	D+	D+	D+		
28	L. Gryer	D	C	D	D+	C	F	D	D	D	0
29	R. Green	D+	D	D	D	D	D	D+	D	D	0
30	L. Hebron	D	C	D+	D+						
31	K. Hill	D+	D	C+	D+	C	D	D+	D+	C+	+
32	R. Jackson	D	D	D	D	C	D+	C-	C-	C	+
33	L. Johnson	C-	F	D+	D	D	D	C	D+	C-	+
34	W. Matthews	C-	D	D	D+	C-	D+	C	C-	C+	+
35	B. McBride	C-	D	C+	C-	B+	C	B-	B-	B-	+
36	B. Parker	D-	F	D	D-	D	D	D+	D	D	+
37	W. Penn	D	F	D	D-	C-	F	D+	D-	D	+
38	M. Poelinitz	D-	D	D	D	C-	D	D+	D+	C	+
39	Y. Rodriguez	D-	F	D	D-	C-	D-	C+	C-	D	+
40	C. Smith	C-	F	D+	D	C-	C-	C-	C-	D	0
41	V. Tatum	C+	F	B-	C-	C	C	C	C	B	+
42	A. Thomas	D-	D	D	D						
43	A. Wiggins	B-	C	C	C+	C	B	B-	B-	C	0
44	D. Young	D	C	C-	C-	B	C+	B-	B-	C	+
45											
46	P. Hopkins				D	C	C-	C	C	C-	+
47											
48											

100/99 GH21

McNolty

1	2				3	4				5	6			7	
	Ev	Ib	Mc			Ev	Ad.	Mc			AD	JAC			
W. Adams	D+	D	B-	C-		D	C	C	C-		B	B	B		+
C. Allen	D	D	C-	D+		D	D	C	D+		~~[illegible]~~D	~~D+~~ C-	~~D~~	C-	+
M. Anderson	C-	C	C	C							D	D+	D		
F. Betts	D	D-	D	D		D	D-	C	D+		C-	D	D+		0
T. Caraclini	D-	F	C-	D-											
J. Gomez	C-	D+	C	C-							C/D+	D	D+		
M. Gordon*	C	C	C+	C		C	B	B+	B-				B*		+
L. Harris	F	F	D	F		F	D	C	D		D	D+	D		0
J. Haskins	C-	C-	C-	C-		D-	C+	B-	C		C-	C	C		0
L. Jones	F	F	F	F											
S. Jordan	C+	C+	C+	C+		C-	C-	B-	C+		C	C/D+	C-		0
E. Mays	C+	D	B+	C											
W. Minier	C-	D	C	C-		D	C	C+	C-		C	C/D+	C-		0
J. Owens	D+	C	B-	C		D	C+	D	D+		C-	D+	C-		+
C. Perry	D	D+	C	D+		C	C	C	C		C+	C-	C		0
E. Rosking	D-	C-	C+	C=		D	C+	D	D+		C	C-	C		+
R. Smith	F	D-	C-	D-		D-	C	C-	C-		D+	D-	D		0
G. Tyler	C-	F	C-	D+		C-	D+	D	D+		C-	D-	C-		+
M. Ward	D	F	C-	D		D+	D+	C-	D+		B-	C	C+		+
E. Winters	D-	D	C	D+		F	D+	F	F		C+	C-	C		+
S. Yancey	C	C	C-	C		D	C+	C	C-		B	C-	B		+
R. Zurina	D	D	C+	D+							D+	C-/D+	D+		
M. Patterson						D	C-	D	D+		D+	D+	D+		0
L. Winston						F	D	F	F		D+	D+	D+		+

0 8
+10
18

Final exam was graded by Kassel, D'Elon, Adler
A C B

100/99 GH-2 299

Kessel

	1	2				3	4				5	6			7
		Ja	St	K			Ib	DE	K			Dal	All 7th		
76	F. Coleman	D+	D	D+	D+		D-	D	C-	D+		D	B-	C	+
77	B. Dau	D	D	D+	D		D	D	D	D		C	C	C	+
78	W. Ellis	F	C	D	D		C	D	C-	C-		D	D+	D	0
79	C. Evans	D	C	C+	C-		D+	C+	D	D+		C	C	C	+
80	L. Evans	F	F	F	F		D	D	D	D					
81	P. Gantt	D	C	C	C-		C	D	C	C-		B-	B	B	+
82	E. Garraway	F	F	F	F										
83	H. Gibson	C-	C	C	C		D	C+	C-	C-		C	C-	C	0
84	C. Griggs	C-	C	C	C		D	C+	C+	C		A	B+	A-	+
85	V. Holcomb	D+	D	D	D										
86	G. Holmes	F	D	D-	D-		D	D	C	D+		D	D	D	+
87	A. Ingram	D	C	C	C-		C+	B	B+	B		B-	B-	B-	+
88	W. Jones	F	F	D+	F		F	D	D	D-		C-	C-	C-	+
89	S. Manns	D	C	C+	C-										
90	D. Porche	D+	C	B-	C		C+					B	B	B	+
91	P. Scaggs	F	D	F	F		D	D	D	D		B	A-	B+	+
92		–													
93	A. Stewart	D-	C	C+	C-		C	C	C+	C					
94	A. Walker	F	C	D	D		D	C+	D	D+		C	C+	C	+
95	E. Walls	D-	D	D	D		D	D	D	D		C	C	C	+
96															
97															

100/44 KL 300

Jacobsen /

1	2				4				6				7
	K	Mu	Ja		Ma	St.	Ja		De	Mc	lib		
J. Crockett	D	D	C-	D+	C-	D	D+	D+	C	B	C/C+	C+	+
T Ferguson			D-		D+	F	D	D-	D	C-	D	D+	
E. Groce	C-	C	D+ D+	C-	D	C	C+	C-	C+/B-	B	B-	B-	+
W. Johnson			D-		D+	D	D+	D+	C-	D	D/D+	D	
F. Kwan	D+	D	C+	D+	D	C	C+	C-	D	C+	D+/C-	C	+
P. Harkett	D	B	C+	C-	D+	C	D+	D+	C-	D	D	D+	+
A. Pinder	D+	C	D	D+	D+	B	B-	C+	C	C	C/C+	C	+
C. Pollard	C-	B	C-	C+					B	B	F	B	+
M. Pruitt	B-	C	C	C+	D+	C	C+	C-					
E. Reames	D	C	C+	C-	C-	C	D+	C-					
A. Redfield	D	C+	C+	C-	D+	F	D+	D	C	D	D+	D+	+
S. Scott	F	F	D+	F	D	D	C+	D+	C	D	C/D+	C-/D+	+
L. S~~tering~~tong	C	C+	C+	C	C-	C	C+	C-	B	F	C+	C	0
J. Thomas	D+	D+	D+	D+	D	D	C-	D+	C+	F	C/C	D-	0
D. Washington	D+	B	D+	C-	D+	D	D+	D+	D	C	D-	D	0

English 101 C 301
Lehman

	S	K	Le		DE	Al	Lch		Mc	Del	2				
M. Burt	F	D-	C	D	C	C	D	C-				C-		+	1
C. Cook	F	F	D	F	C	C-	C-	C-	C-	C-		C-		+	2
C. Cooper	D	D+	D	D	B-	C-	C	C+	B	B		B		+	3
J. Crockett	F	F	D	F	F	F	D	F	D	D		D		+	4
E. Echols	F	D+	C	D	C	C	C-	C	C+	C		C		+	5
J. Green	D	F	D	D-	C	C-	C-	C-	D	D		D		+	6
J. Hudson	C	F	D	D	F	D	D	D-		D		D	(?)	0	7
L. Jackson	F	D	D	D-	F	D+	D+	D	F	D	D	D-		0	8
R. James	C	C-	B	C+	C	C+	B-	C+	C	D	C	C-		0	9
J. Marshall	F	D+	B-	D+	C	C+	B-	C+	B-	B-		B-		+	10
C. McDonald	F	D-	D	D-	F	D-	C-	D	D	D+		D		+	11
A. Miller	D	F	D	D-	D	D+	D	D	C-	D+	D	D+		+	12
D. Nelson	F	C-	B	C-	B	B	B	B	B-	B+		B		+	13
L. Norman	C	D+	C	C-	B	C+	B+	B-	C+	C+		C+		+	14
C. Perrott	F	D+	C-	D	D	C	C-	C-	A D+	D		D		0	15
I. Proctor	D	D+	D	D	D	D+	D	D	D-	D+		D		0	16
R. Reed	C	B	C	C+	C	C+	C+	C+	B	B-		B		+	17
J. Temial	C	C+	C+	C+	B-	C+	B-	B-				B-		+	18
R. Vyuhuis	B	B-	B	B	C	A-	A-	B+	B	B		B		0	19
S. Walker	D	C-	C	C-	C	C	C	C	C+	C-		C		+	20
B. Warfield	C	D+	C-	C-	D	D	D+	D	B-	C	C-	C		+	21
D. Washington	D	D	C+	D+	C-	C	C	C	C-	C-		C-		+	22
R. Whitehead	D	D	D	D	C	D	D	D+	D	D		D		0	23
I. Williams	D	[illegible]	C+	D+	C	C-	C	C	C-	D+	D	D+		0	24
															25

101 D

302

Lehman

	1	2				3	4				5	6		7
		Ib	Ev	Le			St	K	Le			AD	JA	
26	J. Bean	D	D	D	D		F	F	D	F				
2	C. Bickcom	F	F	C-	D-		C	D	C	C-				
3	L. English	F	F	D	F		C	C-	C+	C				
4	P. Field	F	D-	C-	D-		C	D+	C	C-				
5	H. Freskov	B	D-	C	C		C	D	C	C-				
6	J. Hargrove	D	F	C-	D		C	B	C+	C+				
7	D. Harris	F	F	C+	D-		D	D	D+	D				
8	R. Hayes	D	D	B+	C-		C	C+	B+	C+				
9	R. Jones	B-		B-	B-		D	C	B	C				
10	F. Koval	C	C+	B-	C+		B	A	A+	A-				
11	R. Lamothe	F	F	C+	D-		D	D	D	D				
12	A. McKinney	D	F	C	D		B	B+	B	B				
13	M. Montgomery	D+	F	B+	D+		F	C-	B+	C-				
14	G. Munzon	F	F	C	D-		D	D	C	D+				
15	E. Murray	D	D	C+	D+		C	C-	C	C				
16	B. Paige	F	D	D	D-		D	D	C+	D+				
17	A. Payton	D-	D	C	D+		D	D	C	D+				
18	P. Smith	C-	F	C	D+		F	F	C	D-				
19	B. Stirgus	D	D	C	D+		D	F	C	D				
20	C. Winfrey	D	D+	B+	C-									
21	H. Bradley						D	C+	C	C-				
22	A. Jenkins						C	C+	C+	C				
23														
24														
25														
26														
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© WILSON JONES COMPANY G7207 GOLD 7207 BUFF MADE IN U.S.A.

101 H

303

Evans

1	2				3	4				5	6	7	
	Dc	K	Ev			Le	Dc	Ev			Ls St		
O. Barnett	B	D+	D+	C-							C-	0	1
E. Billops	D	D-	D+	D		C	C	C+	C		C-	+	2
L. Boyd	C	D+	F	D		D	D-	D	D		C-	+	3
W. Branch	D	D	D	D		C	D	C+	C-		D	0	4
C. Chatman	C	D+	D	D+		C+	D	C+	C-		D	0	5
M. A. Clay	D+	D+	D+	D+			C				D	0	6
W. Clemons	C-	C+	D	C-		C+	C	B-	C+		C-	0	7
L. Dora	C	C+	D+	C-									8
L. Gauthreaux	B-	C+	C	C+		B	C	C	C+		C	0	9
P. Green	C	C+	D+	C-		C	C	C+	C		C-	0	10
C. Harmon	D-	F	F	F		D	F	F	F		D	+	11
P. Korylak	D+	D-	C+	D+		C	D	B	C		D	0	12
C. Mc Gee	C	C	D	C-		C+	C	B	C+		C-	0	13
C. Helton	C-	D+	D+	D+		C	C	B	C+		D	0	14
A. Sanders	C	D+	D+	D+									15
S. Scmeirs	D	D+	D	D		C-	C	B	C+		D	0	16
J. Trice	D	D-	F	D-									17

101 J

McNulty

304

			Ib	L	Le	D	Mc	K	St.	Mc		St	Wh		
76		P. Bright	F	C+	c	C-	D+								
2		A. Carr	F	D	D	D-	D-	F	F	C-	D-			C-	+
3		J. Crawford	D	C+	c	B-	C	D	C	C-	C-			C+	+
4		W. Douglas	F	D	D	D	D-	D	D	C	D+			C	+
5		P. Horton	D-	B+	D	D+	C-	D	F	C+	D			D	o
6		D. Jemison	F	C	D	C	D+	D	D	B	C-			C-	+
7		M. Samuel	D-	D	c	C+	D+	C-	C	C+	C			D	o
8		R. Montgomery	F	C	c	D	D	C+	C	D	C-			C-	+
9		C. Nicholson	D	C	c	C	C-	B+	C	B-	B-			C-	o
10		R. Potts	C	A-	c	C	B-	F	D	C-	D			C	0
11		B. Powell	C	B	c	C+	C+	C+	C	C+	C+			B-	⊕
12		L. Savage	F	B	B	B+	C-	A-	B	B-	B+			D	o
13		H. Stevenson	F	D	D	C+	D	D+	D	C-	D+			C-	+
14		M. Williams	D	C	c	C+	C-	C+	C	B	C+			D+	o
15		S. Williamson	D	C	B	C+	C-	D+	C	A-	C+			B	+
16		J. Willis	B-	B	B	B+	B-	B+	F	C+	C-			C+	0
17		M. Davis						D+	B	B+	C+			C+	
18	1	B. Brinson						C	C	B+	C+	Al C-	Ju D+	C-	
19		J. Price						D	D	C-	D+			B-	
20		O. Edwards						D	D	B	C-			C-	
21															
22															

101 K 305

McNulty

#	1	2				3	4				5	6			7
		Ha	St	Mc			Ib	R	Mc			Ev	16		
1	F. Addison	D+	C	B	C		D	D+	C	D+		D	D-	D	Δ
2	J. Brakie	C+	D	C-	C-							C	C/D/h	C	+
3	A. Brooks	D	C	C-	C-										
4	S. Clark	D+	D	C-	D+		C	C-	D	C-		D+	D+/D	D+	0
5	S. Lollie	C-	B	C-	C+		C+	B-	B	B-		D+	D	D	0
6	T. Miedaner	D	F	B-	D+		C-	D	C	C-					
7	B. Pointer	D	D	D+	D		D	D	D	D		C	C	C	+
8	H. Robinson	D	D	C-	D+							D	F	D-	0
9	D. Sanders	D+	B	C	C		C-	C	D	C-		C	C/B	C	0
10	M. Smith	C-	D	B-	C		B-	B	C	B-		D	C+/B-	C	0
11	J. Steward	D+	F	D+	D-							D	D+	D	+
12	M. Damelas						C-	C	C	C-		D	C+	C-	
13															
14	S. Terry						B-	C-	B	B-		D	D	D	
15	T. Wiesel						C	D+	C	C-					
16	B. Foster						F	F	F	F		D	D/D	D	
17	C. Garcia						D	D-	F	D-		D	D	D	
18	D. Young						D-	D-	F	D-				C	
19	D. Fulton						D+	D	D+	D		D	F	D-	
20															

101 S

306

Mabie

	1	2				3	4				5	6	7
		Di	V	Ma			Jz	Hv	Ha				
125	M. Barlow	F	C	D+	D+		C+	C	C	C	D+		0
2	E. Betts	B	C	C+	C+					B-	C		0
3	E. Briscoe	D	D	D+	D		D	C	D+	D+	D+		+
~~4~~	~~D. Brown~~	D	D	C-	D+								
5	L. Dorsey	C	D	D+	D+		C	C	C+	C	C-		+
6	L. Duncan	C	A	B+	B		C-	B	B+	B-	B		0
~~7~~	~~C. Flakes~~	F	F	D	F								
8	D. Franczak	D	D	D	D		B-	C	C-	C+	D+		+
9	C. Freeman	D	F	D	D-		D+	C	D+	D+	D		+
10	H. Glover	F	D	D+	D-		D+	D	D+	D+	D		0
~~11~~	~~N. Hightower~~	C	C	C+	C								
~~12~~	~~F. Jeffers~~	D	D	D	D								
13	R. Johnson	C	C	C-	C		C-	B	C+	C+	C		0
14	R. Lancaster	D	C	D+	D+		C+	B	C+	C+	C-		+
15	C. Lyman	F	F	F	F		D-	D	D+	D-			
16	E. Mapp	F	D	D-	D-		C	A-	C+	B-	D		+
17	H. McKinzey	F	F	D+	F		D	C	D+	D+	D		+
18	L. McHeth	D	F	D	D-		D+	C	D+	D+	D+		+
19	H. Hook	D	F	D+	D-		D+	D	D+	D+	D		+
20	H. Proctor	D	D	D	D		C-	A	B-	B-	C-		+
21	~~A. Smith~~	D	D	D+	D								
22	L. White	F	F	F	F		C+	A-	C+	B-	D+		+
23	J. Wofford	C	C	D+	C-		C-	C	C+	C	C-		0
24													

100/49 S.U 307

Erwin

	1	2				4				6		
		V	Di	Er		Ji	Hv	Er				
126	E. Buie	C	C	C	C	D+	C	D	D+	D+	C	1
127	A. Conley	F	D	F	F							2
128	A. Causetti	D	D	D	D	B+	B	B+	B	C+	C	3
129	F. Hale	D	D	D	D				D-	D-	F	4
130	C. Harris	D	D	D	D							5
131	D. Hemingway	C	C	D	C-	D+	C+	C+	C-	D+	D	6
132	G. Holliday	D	C	D	D+	C-	B+	C	C+	D	C	7
133	J. Gillespie	D	C	D	D+	D+	D	D	D	C+	C	8
134	H. Green	D	C	D	D+							9
135	E. Jackson				C	D	C+	D	D+	C-	B	10
136	R. Johnson	C	C	C	C							11
137												12
138												13
139	D. McLaurin	C	C	C	C	D+	C	C	C-	C+	B	14
140	R. Norfleet	C	C	C	C	C+	C	B	[illegible]	C	C	15
141	I. Phillips	F	D	D	D-	D+	F	D+	D-	D	F	16
142	H. Poole	D	C	C	C-	C	B+	C+	C+	D	C	17
143	J. Robinson	F	D	C	D	D	D	D+	D	D	F	18
144	P. Ross	F	D	D	D-	D+	C	D	D+	D+	D	19
145	O. Simmons	C	D	D	D+							20
146	J. Small	D	C	C	C-	B	B	C+	B-	C+	D	21
147	H. Stocks	F	D	D	D-				D-	D	D	22
148	E. Tharbs	D	C	C	C-	B-	D	B	C+	C	C	23
24	A.O. Thomas	D	C	C	C-	D+	B	D	C-	D	C	24
25	L. Turner	F	C	C	D+	C+	B	C+	C+	C-	C-	25
26	B. Walker	F	C	D	D	D+	D+	D+	D+	D	D	26
27	Brenda Walker	D	D	F	D-	~~D+~~	~~D+~~	~~D+~~	~~D+~~	C-	D	27
28	E. Watson	C	C	C	C							28
29												29

101 T 308

Mabie

	1	2				3	4				5	6	7
		Hu	Ev	Ma			Vo	Di	Ma				
150	S. Brewer	F	B	D+	D		D	C-	D-	D+	C-		t
2	H. Butler	C	C+	C+	C+		C	D	C-	C-	C-		O
3	J. Butts	D	B+	C-	C								
4	S. Campbell	D	D+	D	D								
5	J. Carter	D	B+	D+	C-								
6	E. Conley	F	D-	F	F								
7	P. Corbin	C	D+	D+	D+		F	D+	D+	D	D		O
8	V. Coulter	D	D+	D	D								
9	F. Coumpy	D+	D+	C+	D+		C	D+	D+	D+	D		O
10	M. Dabbs	D	D+	D+	D+		C	C+	D+	C-	D		O
11	C. Finkley	C	D-	D+	D+		F	D+	D+	D			
12	J. Goodrich	C	D+	D+	D+		D	D+	C-	D+	C		t
13	G. Grace	C	D+	C+	C-		C	C+	C-	C-	C		t
14	C. Hawk	D	-	F	D-		D	D	C-	D+	D+		t
15	E. Johnson	F	D+	D+	D		D	D	C-	D+	D		O
16	H. Mapp	C	C-	D+	C-		F	D	D+	D-	D		t
17	C. Morehead												
18	E. Nevers	C	D+	D+	D+								
19	C. Stifford	C	C+	C+	C+		C	C	C-	C	C		O
20	P. Thomas	C	C-	D+	C-		C	C	C-	C	C		t
21	R. Vanderbuilt	C	C	C+	C								
22													

100/99 TV 309

Erwin

	1	2				3	4				5	6			7	
		Mu	Ma	Er			Vo	Dit	Er.							
1	B. Bender	C	D+	D	D+		D	D	D+	D		C	D+	C-	+	1
2	E. Betts	D	D	D	D		F	C-	D	D		D	D	D	0	2
3	R. Boyd	C	D	D	D+		D	C-	C	C-				C-	+	3
4	J. Branch	C	C-	C	C		D	D	D	D				D-	0	4
5	L. Catchings	C	C+	B	C+		C	C+	C+	C+				C	0	5
6	L. Chriss	C	C-	D	C-											6
7	R. Corley	C	D	D	D+		D	C+	D+	D+				D	0	7
8	V. Helen	C	D	D	D+		D	D	D	D				D	0	8
9	R. Hinton	F	F	F	F		F	D	F	F						9
10	L. Hudson	F	F	F	F		D	C+	D+	D+				C	+	10
11	I. Martinez	F	F	F	F											11
12	W. James	C	D+	D	D+		D	D	D	D				C	+	12
13	S. McNairy	C	D+	D	D+		C	C-	C-	C-				C	+	13
14	J. Perry	C	C-	C	C		F	D	F	F				C	0	14
15	S. Pisanis	C	D+	D	D+		D	C-	C-	C-				F	0	15
16	W. Rainey	D	D	D	D		D	C-	D+	D+				F	0	16
17	E. Reese	C	D+	D	D+		D	D	D+	D				C	+	17
18	J. Robinson	C	C+	D	C-									D	0	18
19	D. Tatum	C	D+	C	C-		C	C	C	C				C	+	19
20	M. Whorton	C	D	D	D+		D	C-	D	D+				D	0	20
21	B. Woodall	D	F	D	D-		C	C	C-	C				C	+	21
22	C. Young	B	C+	C	C+		C	C+	B+	C+				D	0	22
23	C. Dunn				F		D-	D-	D-	D-				D	+	23
24																24

100/99 VW

310

Voyacek

	1	2					3	4				5	6	7
		DI	JA	V				Ev	Mu	Vo				
1	I. Blakemore	F	F	F	F	D+								
2	H. Coleman	D	D	D	D	C-		C	C	C	C	D		0
3	J. Daniels	D	F	F	F	D+		D+	D	D	D	C		+
4	G. Garth	C	C	C	C	F		D-	D	C	D+	D		+
5	L. Glenn	C	D+	C	C-	C-		C+	C	C	C	C		+
6	C. Johnson	C	D	D	D+	C-		D-	C	B	C	B		+
7	E. Mansfield	D	F	F	F	D-		D-	D	D	D	D		+
8	L. Marshall	C	D+	C	C-	F		F	F	F	F	F		0
9	G. McClain	D	D	C	D+	C		C+	C	C	C	D		0
10	A. Mitchell	D	F	D	D-	C		C-	B	C	C+	C		0
11	D. Morrisette	C	C+	C	C	C		B	B	B	B	C		0
12	J. Newman	C	D	C	C-	D		D-	D	D	D	D		0
13	M. Rimmer	C	F	F	D-	D								
14	M. Ross	C	D	C	C-	D+		F	D	F	F	C		+
15	M. Scott	D	D	D	D	D-								
16	D. Williams	B	D	C	C	F		D-	D	D	D	F		0
17	S. Williams	C	D	D	D+	C-								
18	K. Stacey	D	D-	D-	D-			C-	B	C	C+	D		+
19	C. Flanders							C-	C	D	C-	C		
20	L. Caldwell							C-	C	C	C	C		
21												D		

101 W 311

Erwin

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4	H. Brownlow	D	D	C	D+		C+	C-	C+	C		D+	C-	t	4
5	F. Colbert	C	C	D	C-		B	C-	C	C+		C	C	0	5
6	L. Cole	F	D	D	D-		C-	D+	D+	D+		D	D	t	6
7	L. Davidson	D	D	D	D		D+	D+	C	D+		C	C	t	7
8	B. Ferguson				C+		D	D+	C-	D+		D+	C-	0	8
9	J. Griffin	D	D	D	D		D	D+	C-	D+		D	D	0	9
10	C. Jones	D	D	D	D										10
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12	L. Lawrence	C	C	B	C+										12
13	G. Miles				D		D	D	D	D		D+	C	t	13
14	R. Parker	C	D	C	C-		C	C	C	C		B	B	t	14
15	A. Porter	C	D	C	C-		C-	C+	C	C-		C	B	t	15
16	R. Reed	D	D	D	D		D	D	C+	D+		D+	D+	t	16
17	J. Richardson	F	F	F	F										17
18	C. Sanders	D	D	D	D										18
19	M. Scott	D	D	D	D										19
20	E. Shackelford	D	D	D	D		C-	D+	D	D+		D	D	0	20
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22	J. Williams	F	D	D	D-		D	D+	D+	D+		C+	C-	t	22
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Advice to the Administration: Memo #2 February 5, 1968

Mr. Slutsky
Mr. Meyerbach
Mr. Lynch
Mr. Filerman

Mr. Morrow
Dr. DeLeers
Department Chairmen

A PLAN TO IMPROVE THE WHOLE OPERATION OF THE SCHOOL AND ALLEVIATE THE TARDINESS PROBLEM AT LITTLE COST TO THE TAXPAYERS

Buy Spartus electric clocks such as are now installed in rooms 216, 227, 234, 325 and 339 for the rest of the classrooms and offices used by the college as well as the library and student and faculty lounges. These clocks are large enough to be easily seen by everyone in the room; they are simply plugged into the nearest outlet (an extension cord can be used if necessary), and they cost less than $12.00 apiece. If installation is considered a problem, I will volunteer to do it myself. I doubt that this would pose any serious legal problem since no wiring would be involved. If anyone lacks confidence in my ability to install these clocks, I invite him to inspect the clocks in any of the five rooms mentioned above.

I cannot understand or accept the objection of the budget committee to my purchase of four of these clocks last semester. The objection as it reached me was that there are perfectly satisfactory clocks in the classrooms already. I recall a meeting of department chairmen and Dean Groark with Engineer Bell several years ago during which Engineer Bell said that there was absolutely nothing that could be done to remedy the malfunctioning school clocks that we complained about then. I cannot detect the least evidence that Engineer Bell has changed his mind about this or that the clocks have done anything to correct themselves in the interim.

Sincerely,

Morris Murphy

Morris Murphy

P.S. After the clocks are installed, someone should be detailed to call Central on Monday mornings to get the correct time and then to take a walk to the various rooms making certain that all of the college clocks are synchronized with the correct time.

Advice to the Administration: Memo #3 February 9, 1968

ADMINISTRATORS OF CRANE COLLEGE:

ROCK A FEW BOATS AND UPSET A FEW APPLE CARTS IF NECESSARY TO GET SOMETHING DONE ABOUT OUR SCANDALOUS FIRE ALARM SYSTEM

In a meeting of administrators and faculty with Engineer Bell that I attended a few years ago, Engineer Bell defended the fire alarm system on the grounds that "Crane had never had a fire alarm system before." He said that the frequency of its being triggered when there was no fire was caused by the fact that the contractor who installed it had left without finishing the job and they had not been able to get him to come back to finish it. One of the minor side effects of this situation was that I was no longer able to use the departmental phonograph to play literature records for a poetry class in room 336 which we then occupied because the contractor had mistakenly cut the cable for the electrical outlet in room 336 while installing the fire alarm. I was told by the electrician that this deadened the outlets on four floors, and that this was one of the things that would be remedied when the contractor returned to finish his job. Out of curiosity, I checked the outlet in room 336 the other night and found that it is still dead. This may indicate that the contractor never returned to finish his job, and it raises an interesting question. Why not?

At any rate, I doubt that anyone who has taught in the Crane building for more than a week will disagree with my position that the fire alarm "system" at Crane is as effective in sabotaging the educational process (where that process is perhaps most vitally in need of proceeding efficiently) as if it had been conceived and executed by the Communist Conspirators. Futhermore, I read in a recent article describing the deterioration of hearing caused by sound waves above a certain decible level which I suspect is exceeded by our fire alarm horns. A special type of earmuff with a plastic covering has been developed for workers in taconite plants who are subjected to dangerous levels of sound. If the fire alarm "system" cannot be corrected, I strongly urge that each

Crane student be issued a pair of these special earmuffs when he registers. Not to do so would be to take a cavalier attitued toward the hazard to his hearing that the student inevitably runs when he registers for classes at Crane.

Not the least scandalous thing about this fire alarm "system" is that far from being Engineer Bell's long awaited fire alarm system for Crane, it is actually no fire alarm at all. We should all have learned from the parable of the boy who cried "Wolf! Wolf!" all of the time that an alarm becomes valueless if it is falsely sounded all the time. By perpetuating a fire alarm "system" that is actually no alarm, we are creating the ideal condition for a major catastrophe on the west side.

Finally, there is the hazard to life and limb as well as a scandalous waste of fire department effort and taxpayer's money involved in having the Crane fire alarm "system" hooked up to the fire station so that a number of fire trucks, hook-and-ladder wagons, Snorkels, and other equipment must converge upon the building each time the faulty system is falsely sounded.

We are guilty of shameful apathy to have permitted this critical problem to go unsolved so long. I urge you to carry this problem to the community and to city hall if necessary to bring about a solution. It occurs to me that there must be several acceptable solutions, one of which may be to simply disconnect the new fire alarm "system," admit that it is a failure and a staggering waste of taxpayers' money, and use the old system of manually ringing the class bells in a special way to give a fire alarm. If there is a real fire, someone could call the fire department on the phone or use the fire box in front of the school.

Sincerely,

Morris Murphy

Morris Murphy

APPENDIX Y

A READING ASSIGNMENT FROM ALDOUX HUXLEY'S BRAVE NEW WORLD USED IN CONJUNCTION WITH A GUEST LECTURE ABOUT LIFE ON THE NAVAJO INDIAN RESERVATION IN NEW MEXICO & ARIZONA

TO COMPENSATORY STUDENTS: Mr. Garfield Grace, a Crane Evening School student, who has lived on the Navajo Indian reservation in Arizona, will present a slide talk to students in the program next week. The following selection is an excerpt from Aldous Huxley's novel Brave New World which is to be read and discussed in preparation for Mr. Grace's appearance. A topic for the final in-class writing assignment will be related to the combined experience of reading the selection, hearing Mr. Grace, and discussing various aspects of Navajo and Hopi Indian culture.

The novel is about how people of the future may live in a highly mechanized and standardized society under a benevolent but absolute world dictatorship. Bernard and Lenina are a London couple who have decided to visit the"savage reservations," as they are called. Bernard goes because he has begun to tire of the monotony of civilized life, and Lenina goes along not really knowing what she is letting herself in for. The "soma" that she longs for is a tranquilizer that everyone in civilized society takes when things start to get unpleasant. Such expressions as "fordliness" and "for ford's sake" indicate that the gods of these future people may be the scientists and technicians who were responsible for bringing about their "wonderful" new world.

CHAPTER SEVEN

THE mesa was like a ship becalmed in a strait of lion-coloured dust. The channel wound between precipitous banks, and slanting from one wall to the other across the valley ran a streak of green—the river and its fields. On the prow of that stone ship in the centre of the strait, and seemingly a part of it, a shaped and geometrical outcrop of the naked rock, stood the pueblo of Malpais. Block above block, each story smaller than the one below, the tall houses rose like stepped and amputated pyramids into the blue sky. At their feet lay a straggle of low buildings, a criss-cross of walls; and on three sides the precipices fell sheer into the plain. A few columns of smoke mounted perpendicularly into the windless air and were lost.

"Queer," said Lenina. "Very queer." It was her ordinary word of condemnation. "I don't like it. And I don't like that man." She pointed to the Indian guide who had been appointed to take them up to the pueblo. Her feeling was evidently reciprocated; the very back of the man, as he walked along before them, was hostile, sullenly contemptuous.

"Besides," she lowered her voice, "he smells."

Bernard did not attempt to deny it. They walked on.

Suddenly it was as though the whole air had come alive and were pulsing, pulsing with the indefatigable movement of blood. Up there, in Malpais, the drums were being beaten. Their feet fell in with the rhythm of that mysterious heart; they quickened their pace. Their path led them to the foot of the precipice. The sides of the great mesa ship towered over them, three hundred feet to the gunwale.

"I wish we could have brought the plane," said Lenina, looking up resentfully at the blank impending rock-face. "I hate walking. And you feel so small when you're on the ground at the bottom of a hill."

They walked along for some way in the shadow of the mesa, rounded a projection, and there, in a water-worn ravine, was the way up the companion ladder. They climbed. It was a very steep path that zigzagged from side to side of the gully. Sometimes the pulsing of the drums was all but inaudible, at others they seemed to be beating only just round the corner.

When they were half-way up, an eagle flew past so close to them that the wind of his wings blew chill on their faces. In a crevice of the rock lay a pile of bones. It was all oppressively queer, and the Indian smelt stronger and stronger. They emerged at last from the ravine into the full sunlight. The top of the mesa was a flat deck of stone.

"Like the Charing-T Tower," was Lenina's comment. But she was not allowed to enjoy her discovery of this reassuring resemblance for long. A padding of soft feet made them turn round. Naked from throat to navel, their dark brown bodies painted with white lines ("like asphalt tennis courts," Lenina was later to explain), their faces inhuman with daubings of scarlet, black and ochre, two Indians came running along the path. Their black hair was braided with fox fur and red flannel. Cloaks of turkey feathers fluttered from their shoulders; huge feather diadems exploded gaudily round their heads. With every step they took came the clink and rattle of their silver bracelets, their heavy necklaces of bone and turquoise beads. They came on without a word, running quietly in their deerskin moccasins. One of them was holding a feather brush; the other carried, in either hand, what looked at a distance like three or four pieces of thick rope. One of the ropes writhed uneasily, and suddenly Lenina saw that they were snakes.

The men came nearer and nearer; their dark eyes looked at her, but without giving any sign of recognition, any smallest sign that they had seen her or were aware of her existence. The writhing snake hung limp again with the rest. The men passed.

"I don't like it," said Lenina. "I don't like it."

She liked even less what awaited her at the entrance to the pueblo, where their guide had left them while he went inside for instructions. The dirt, to start with, the piles of rubbish, the dust, the dogs, the flies. Her face wrinkled up into a grimace of disgust. She held her handkerchief to her nose.

"But how can they live like this?" she broke out in a voice of indignant incredulity. (It wasn't possible.)

Bernard shrugged his shoulders philosophically. "Anyhow," he said, "they've been doing it for the last five or six thousand years. So I suppose they must be used to it by now."

"But cleanliness is next to fordliness," she insisted.

"Yes, and civilization is sterilization," Bernard went on, concluding on a tone of irony the second hypnopædic lesson in elementary hygiene. "But these people have never heard of Our Ford, and they aren't civilized. So there's no point in . . ."

"Oh!" She gripped his arm. "Look."

An almost naked Indian was very slowly climbing down the ladder from the first-floor terrace of a neighboring house—rung after rung, with the tremulous caution of extreme old age. His face was profoundly wrinkled and black, like a mask of obsidian. The toothless mouth had fallen in. At the corners of the lips, and on each side of the chin, a few long bristles gleamed almost white against the dark skin. The long unbraided hair hung down in grey wisps round his face. His body was bent and emaciated to the bone, almost fleshless. Very slowly he came down, pausing at each rung before he ventured another step.

"What's the matter with him?" whispered Lenina. Her eyes were wide with horror and amazement.

"He's old, that's all," Bernard answered as carelessly as he could. He too was startled; but he made an effort to seem unmoved.

"Old?" she repeated. "But the Director's old; lots of people are old; they're not like that."

"That's because we don't allow them to be like that. We preserve them from diseases. We keep their internal secretions artificially balanced at a youthful equilibrium. We don't permit their magnesium-calcium ratio to fall below what it was at thirty. We give them transfusion of young blood. We keep their metabolism permanently stimulated. So, of course, they don't look like that. Partly," he added, "because most of them die long before they reach this old creature's age. Youth almost unimpaired till sixty, and then, crack! the end."

But Lenina was not listening. She was watching the old man. Slowly, slowly he came down. His feet touched the ground. He turned. In their deep-sunken orbits his eyes were still extraordinarily bright. They looked at her for a long moment expressionlessly, without surprise, as though she had not been there at all. Then slowly, with bent back, the old man hobbled past them and was gone.

"But it's terrible," Lenina whispered. "It's awful. We ought not to have come here." She felt in her pocket for her *soma*—only to discover that, by some unprecedented oversight, she had left the bottle down at the rest-house. Bernard's pockets were also empty.

Lenina was left to face the horrors of Malpais unaided. They came crowding in on her thick and fast. The spectacle of two young women giving the breast to their babies made her blush and turn away her face. She had never seen anything so indecent in her life. And what made it worse was that, instead of tactfully ignoring it, Bernard proceeded to make open comments on this revoltingly viviparous scene. Ashamed, now that the effects of the *soma* had worn off, of the weakness he had displayed that morning in the hotel, he went out of his way to show himself strong and unorthodox.

"What a wonderfully intimate relationship," he said, deliberately outrageous. "And what an intensity of feeling it must generate! I often think one may have missed something in not having had a mother. And perhaps you've missed something in not *being* a mother, Lenina. Imagine yourself sitting there with a little baby of your own. . . ."

"Bernard! How can you?" The passage of an old woman with ophthalmia and a disease of the skin distracted her from her indignation.

"Let's go away," she begged. "I don't like it."

But at this moment their guide came back and, beckoning them to follow, led the way down the narrow street between the houses. They rounded a corner. A dead dog was lying on a rubbish heap; a woman with a goitre was looking for lice in the hair of a small girl. Their guide halted at the foot of a ladder, raised his hand perpendicularly, then darted it horizontally forward. They did what he mutely commanded—climbed the ladder and walked through the doorway, to which it gave access, into a long narrow room, rather dark and smelling of smoke and cooked grease and long-worn, long-unwashed clothes. At the further end of the room was another doorway, through which came a shaft of sunlight and the noise, very loud and close, of the drums.

They stepped across the threshold and found themselves on a wide terrace. Below them, shut in by the tall houses, was the village square, crowded with Indians. Bright blankets, and feathers in black hair, and the glint of turquoise, and dark skins shining with heat. Lenina put her handkerchief to her nose again. In the open space at the centre of the square were two circular platforms of masonry and trampled clay—the roofs, it was evident, of underground chambers; for in the centre of each platform was an open hatchway, with a ladder emerging from the lower darkness. A sound of subterranean flute playing came up and was almost lost in the steady remorseless persistence of the drums.

Lenina liked the drums. Shutting her eyes she abandoned herself to their soft repeated thunder, allowed it to invade her consciousness more and more completely, till at last there was nothing left in the world but that one deep pulse of sound. It reminded her reassuringly of the synthetic noises made at Solidarity Services and Ford's Day celebrations. "Orgy-porgy," she whispered to herself. These drums beat out just the same rhythms.

There was a sudden startling burst of singing—hundreds of male voices crying out fiercely in harsh metallic unison. A few long notes and silence, the thunderous silence of the drums; then shrill, in a neighing treble, the women's answer. Then again the drums; and once more the men's deep savage affirmation of their manhood.

Queer—yes. The place was queer, so was the music, so were the clothes and the goitres and the skin diseases and the old people. But the performance itself—there seemed to be nothing specially queer about that.

"It reminds me of a lower-caste Community Sing," she told Bernard.

But a little later it was reminding her a good deal less of that innocuous function. For suddenly there had swarmed up from those round chambers underground a ghastly troop of monsters. Hideously masked or painted out of all semblance of humanity, they had tramped out a strange limping dance round the square; round and again round, singing as they

went, round and round—each time a little faster; and the drums had changed and quickened their rhythm. so that it became like the pulsing of fever in the ears; and the crowd had begun to sing with the dancers, louder and louder; and first one woman had shrieked, and then another and another, as though they were being killed; and then suddenly the leader of the dancers broke out of the line, ran to a big wooden chest which was standing at one end of the square, raised the lid and pulled out a pair of black snakes. A great yell went up from the crowd, and all the other dancers ran towards him with outstretched hands. He tossed the snakes to the first-comers, then dipped back into the chest for more. More and more, black snakes and brown and mottled—he flung them out. And then the dance began again on a different rhythm. Round and round they went with their snakes, snakily, with a soft undulating movement at the knees and hips. Round and round. Then the leader gave a signal, and one after another, all the snakes were flung down in the middle of the square; an old man came up from underground and sprinkled them with corn meal, and from the other hatchway came a woman and sprinkled them with water from a black jar. Then the old man lifted his hand and, startlingly, terrifyingly, there was absolute silence. The drums stopped beating, life seemed to have come to an end. The old man pointed towards the two hatchways that gave entrance to the lower world. And slowly, raised by invisible hands from below, there emerged from the one a painted image of an eagle, from the other that of a man, naked, and nailed to a cross. They hung there, seemingly self-sustained, as though watching. The old man clapped his hands. Naked but for a white cotton breech-cloth, a boy of about eighteen stepped out of the crowd and stood before him, his hands crossed over his chest, his head bowed. The old man made the sign of the cross over him and turned away. Slowly, the boy began to walk round the writhing heap of snakes. He had completed the first circuit and was half-way through the second when, from among the dancers, a tall man wearing the mask of a coyote and holding in his hand a whip of plaited leather, advanced towards him. The boy moved on as though unaware of the other's existence. The coyote-man raised his whip; there was a long moment of expectancy, then a swift movement, the whistle of the lash and its loud flat-sounding impact on the flesh. The boy's body quivered; but he made no sound, he walked on at the same slow, steady pace. The coyote struck again, again; and at every blow at first a gasp, and then a deep groan went up from the crowd. The boy walked on. Twice, thrice, four times round he went. The blood was streaming. Five times round, six times round. Suddenly Lenina covered her face with her hands and began to sob. "Oh, stop them, stop them!" she implored. But the whip fell and fell inexorably. Seven times round. Then all at once the boy staggered and, still without a sound, pitched forward on to his face. Bending over him, the old man touched his back with a long white feather, held it up for a moment, crimson, for the people to see, then shook it thrice over the snakes. A few drops fell, and suddenly the drums broke out again into a panic of hurrying notes; there was a great shout. The dancers rushed forward, picked up the snakes and ran out of the square. Men, women, children, all the crowd ran after them. A minute later the square was empty, only the boy remained, prone where he had fallen, quite still. Three old women came out of one of the houses, and with some difficulty lifted him and carried him in. The eagle and the man on the cross kept guard for a little while over the empty pueblo; then, as though they had seen enough, sank slowly down through their hatchways, out of sight, into the nether world.

Lenina was still sobbing. "Too awful," she kept repeating, and all Bernard's consolations were in vain. "Too awful! That blood!" She shuddered. "Oh, I wish I had my *soma*."

There was the sound of feet in the inner room.

Lenina did not move, but sat with her face in her hands, unseeing, apart. Only Bernard turned round.

The dress of the young man who now stepped out on to the terrace was Indian; but his plaited hair was straw-coloured, his eyes a pale blue, and his skin a white skin, bronzed.

"Hullo. Good-morrow," said the stranger, in faultless but peculiar English. "You're civilized, aren't you? You come from the Other Place, outside the Reservation?"

"Who on earth . . . ?" Bernard began in astonishment.

The young man sighed and shook his head. "A most unhappy gentleman." And, pointing to the bloodstains in the centre of the square, "Do you see that damned spot?" he asked in a voice that trembled with emotion.

A COMPOSITION LABORATORY

DESIGN, CONSTRUCTION, AND OPERATION

BY

Roger W. Conner, and Terence W. Belshaw,
Instructors in English, Loop Campus

Fellows of the Innovations Center, Summer, 1968

It is a common complaint that students need more individualized attention, especially in skill-development courses like composition. We have taken a step in this direction by developing a composition laboratory, in which a student can work at his own rate on the kinds of writing difficulties that appear in his own themes. The idea for a composition laboratory is not new; such laboratories are in use in many colleges across the country. But the advice we had from people who operated some of these laboratories was that we should not try to imitate any existing model but design our own laboratory to fit the objectives and circumstances of our own school.

We found, indeed, that the premises dictated the form. We wanted to set up circumstances under which the student could move, on his own as much as possible, from the difficulties on his theme to readings and exercises which would strengthen his skill to overcome those difficulties. Then we would need a testing procedure to check the effectiveness of the student's self-directed work. The more the student was able to complete this procedure by himself, the more time the laboratory instructor would have for genuine tutorial help for individual students.

A COMPOSITION LABORATORY

The first job was to isolate each of the many kinds of writing errors that have been recognized over the centuries during which rhetoric and grammar have been taught. To each of the eighty-six kinds of error in subject choice and statement, development of topic, coherence, logic, syntax and style, and mechanics we assigned an abbreviation which would be used by the instructor correcting the themes. To help the student interpret these correction symbols, we composed a handbook which gives a concise explanation of each error under the correction symbol. With this the student is able to analyze his own mistakes when he brings his corrected theme to the laboratory. Furthermore, after consulting the handbook to determine the kinds of mistakes he is making, the student records the number of each kind of error for each theme on a progress sheet. After a few themes it is possible for the student to look over the progress sheet and determine for himself which areas he needs to work on.

Our next job was to direct the student to readings and exercises that would give him the help he needed. To this end we assembled a small library of textbooks, using self-teaching programmed texts where avaialble and providing answer books for the more conventional texts. The reasons for using a multiplicity of texts are that no one text covers all eighty-six types of errors on our list and that, when texts do deal with the same kind of difficulty, they do it in different ways. One text, for example, may give a very good explanation of the difficulty but fail to provide the extensive skill practice given in another text. The student needs both approaches.

We then indexed the textbooks according to our own list of correction symbols, and for each of the eighty-six symbols, we wrote out an assignment sheet that tells the student what pages to read in all the books that deal with that particular problem. The student now, having determined what area he needs to work on, goes to a file, draws an assignment sheet for that problem, takes the first text on the sheet and goes to work. When he has worked through all the material on the assignment sheet, he asks the instructor for the quiz on that particular skill, the quiz grade is recorded, and he moves on to another assignment.

A COMPOSITION LABORATORY

This summer the laboratory was used by one class of English 101 and one class of English 100, the former spending an average of forty minutes and the latter sixty minutes of each one-hundred minute class session in the laboratory. The procedure has run very smoothly, the students demonstrating both ability and willingness to work on their own initiative. As anticipated, the laboratory instructor has been largely freed to work with students on a tutorial basis. This important advantage of the laboratory could be more fully realized, however, if a student aide were available to handle procedural questions, administer quizzes, and be trained as a tutor to answer questions.[1]

We have not yet evaluated the effect of the laboratory on the writing of the students fully (this will have to wait the end-of-semester themes and tests), but we have seen enough progress in individuals and through very rough statistics to encourage us in the use of the laboratory for the fall semester. If the laboratory is as efficient as we believe and if the tutorial attention possible is as effective as we believe, there is evidence that students now placed in remedial classes for one or two semesters could be enrolled directly in 101 courses if they had the benefit of laboratory tuition at the same time.[2] This fall, therefore, in addition to opening the laboratory facilities to teachers who many want to use them with their regular classes, we shall take thirty students who would normally place in remedial courses, enroll them in with 101 students in two regular 101 classes, and enroll them in the laboratory for two hours a week. (In addition, they will take two hours of remedial reading a week.) Providing they do satisfactory work on the laboratory assignments, they will be graded by the same standards as the 101 students in their 101 classes. If this innovation is successful, we may hope to put an end to the time-consuming,[3] invidious,[4] and often demoralizing tracking system,[5] the ineffectiveness[6] of which has long been a matter of concern.

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[1] My argument is not primarily with the ideas for a composition laboratory described in the preceding paragraphs. Mr. Conner and Mr. Belshaw are to be commended for the thoroughness with which they have implemented a method that should be of help to remedial students. One reservation about the method, however, has to do with the use of a library of textbooks to guide the student in correcting his writing problems. A possible disadvantage in this is that the remedial student is likely to become bewildered by the inconsistencies in grammatical terminology as he consults the various handbooks in the laboratory library. The noun or adjective that may follow the subject and main verb and either renames or modifies the subject, for example, may be referred to as the subjective complement, predicate adjective, adjective complement, predicate noun, or noun complement depending upon the particular handbook that the student consults. Added to the inconsistencies in terminology, the student must cope with different approaches to the description of the language taken by the authors of different texts such as traditional (prescriptive), descriptive (inductive), English as

a second language or standard English as a second dialect (contrastive), and generative. (M. M.)

2. My main argument is against this unrealistic and grandiose concept of what a composition laboratory can accomplish in one semester for students who would otherwise be enrolled in English 98 or English 100 because of the reasons stated on page 109 and because of our experience at Crane when we registered all remedial students in English 100 (see the bottom of page 3 and pages 4 and 5). Great dissatisfaction developed among the teachers of English 100 because the spectrum of ability in the classes was too broad making them very difficult classes to teach and because too many students had to be failed because they could not reach English 101 level by the end of one semester. Putting English 98 and English 100 level students in English 101 classes would seem to me to compound these difficulties.

From discussions with Mr. Conner and Mr. Belshaw, I understand that the plan is not to issue a grade to students who cannot make a passing grade in their experimental 101 course and to allow the student to repeat the course until he can make a passing grade. But I question the value of placing a student in a course in which it is a foregone conclusion that he will fail if a college standard is maintained and then having him simply repeat the course in which he has already failed. It would seem to me much more constructive to place a student initially in a course at a level which affords a realistic possibility for success. Then if he fails, it would seem preferable to give him the option of a different English course at the same level such as we presently are able to do at Crane with the remedial English courses and the Compensatory Education program. (M.M.)

3. "time consuming" A remedial program that validates the commitment of the institution to the open door policy will of necessity be time consuming. A little simple arithmetic will illustrate this. According to the Gates Reading Survey, the mean reading grade level of students starting English 98 at Crane during the Fall Semester 1966 was 8.3, and during the Spring Semester 1967 it was 8.0. In the fall Semester 1967, students starting English 98 at Crane had a mean reading grade level of 8.3 according to the Nelson-Denny Reading Test. The mean grade level improvement of English 98 students at Crane during the academic year 1966-1967 was 1.5 grade levels per semester. The mean reading grade level of students starting English 100 at Crane during the Fall Semester 1966 according to the Gates Reading Survey was 9.7, and in the Spring Semester 1967 it was 9.7. Students starting English 100 at Crane in the fall Semester 1967 had a mean reading grade level of 9.6 according to the Nelson-Denny Reading test. The mean improvement of English 100 students at Crane during the academic year 1966-1967 was 0.6 grade levels per semester.

Unless incoming students at the Loop Branch read a whee of a lot better than incoming students at Crane (and I strongly doubt that they do since I always see a number of my former Crane students when I visit the Loop Branch), it is going to take more than a semester of good remediation to bring many of them up to approximately twelfth-grade level, which would seem requisite for doing college-level academic work.

(Note: The figures concerning reading grade levels of Crane students are derived from Appendixes H and Q.) (M.M.)

4. "invidious" If the placement instruments currently being used discriminate unfairly, the reasonable solution would seem to be to adopt or develop instruments capable of placing students accurately. To dispense with remedial classes and programs because English Placement Test, Form R is not entirely satisfactory is very much like throwing out the baby with the bath water. (M. M.)

5. "tracking system" The present remedial courses and programs are not a "tracking system" since being placed in them does not determine the curriculum that the student will later follow.

6. "ineffectiveness" By what standard are present remedial courses and programs ineffective? Are some courses and programs less ineffective than others? What is the evidence behind the value judgment? This sort of unsubstantiated blanket condemnation of remedial courses and programs is in itself a chief demoralizing factor. I sincerely hope that the future course of the institution will be determined by the patient accumulation and diligent investigation of facts rather than by rhetoric.